

Psychological Abstracts

VOLUME 30

OCTOBER 1956

NUMBER 5

EDITOR

C. M. LOUTTIT

EXECUTIVE EDITOR

ALLEN J. SPROW

Editorial and Business Offices: 1333 SIXTEENTH STREET N. W., WASHINGTON 6, D. C. Changes of address must reach the subscription office by the 10th of the month to take effect the following month. Undelivered copies resulting from address changes will not be replaced; subscribers should notify the post office that they will guarantee second-class forwarding postage. Other claims for undelivered copies must be made within four months of publication.

CONTENTS

General	6437-6626
Theory & Systems • Methods & Apparatus • New Tests • Statistics • Reference Works • Organizations • History & Biography • Professional Problems of Psychology • Films	
Physiological Psychology	6627-6681
Nervous System	
Receptive and Perceptual Processes	6682-6778
Vision • Audition	
Response Processes	6779-6815
Complex Processes and Organizations	6816-6934
Learning & Memory • Thinking & Imagination • Intelligence • Personality • Aesthetics	
Developmental Psychology	6935-7007
Childhood & Adolescence • Maturity & Old Age	
Social Psychology	7008-7135
Methods & Measurements • Cultures & Cultural Relations • Social Institutions • Language & Communication	
Clinical Psychology, Guidance, Counseling	7136-7354
Methodology, Techniques • Diagnosis & Evaluation • Treatment Methods • Child Guidance • Vocational Guidance	
Behavior Deviations	7355-7636
Mental Deficiency • Behavior Problems • Speech Disorders • Crime & Delinquency • Psychoses • Psychoneuroses • Psychosomatics • Clinical Neurology • Physically Handicapped	
Educational Psychology	7637-7794
School Learning • Interests, Attitudes & Habits • Special Education • Educational Guidance • Educational Measurement • Education Staff Personnel	
Personnel Psychology	7795-7853
Selection & Placement • Labor-Management Relations	
Industrial and Other Applications	7854-7891
Industry • Business & Commerce • Professions	

SUBSCRIPTION \$16.00. A YEAR

FOREIGN \$16.50

PUBLISHED BIMONTHLY BY

THE AMERICAN PSYCHOLOGICAL ASSOCIATION, INCORPORATED

Entered as second-class matter February 15, 1954, at the post office at Washington, D. C., under the Act of March 3, 1879. Additional entry at the post office at Lancaster, Pa. Acceptance for mailing at the special rate of postage provided for in the Act of February 26, 1925, embodied in paragraph (d-2), Section 3640, P. L. and R. of 1948, authorized October 24, 1947.

Copyright © 1956 by the American Psychological Association, Inc.



FOR OCTOBER PUBLICATION

Techniques of Attitude Scale Construction

By **ALLEN L. EDWARDS**, *University of Washington*

This new book is not an exhaustive treatise of psychological scaling methods but rather a manual intended to assist the reader in finding an appropriate available scale for the measurement of attitudes under study.

The book presents the methods involving the use of a judging group—paired comparisons, equal-appearing intervals, and successive intervals; response methods, including summated ratings and scalogram analysis; the scale discrimination method; the H-technique; and a synthesis of scaling and response methods devised by the author.

Problems and questions which may be used as laboratory exercises are provided at the end of each chapter. Data collection and analysis by the student are stressed.

APPLETON-CENTURY-CROFTS, INC.

35 West 32nd Street, New York 1, New York

BIOLOGICAL ABSTRACTS

Covers the world's biological literature

How do you keep abreast of the literature in your field? Perhaps some relatively obscure journal has published a revealing paper on the very subject in which you are most interested. Informative, concise abridgments of all the significant contributions will be found in *Biological Abstracts*.

Biological Abstracts does not compete with, or duplicate, any existing services in the psychological field. Rather, it supplements these services by abstracting, from the biological point of view, the biological literature paralleling and directly applicable to that published in the psychological, neurological, sociological, and anthropological journals.

As well as the complete edition, covering all the biological literature in some 2,000 publications, *Biological Abstracts* also is published in five low-priced sectional editions to meet the needs of individual biologists. Write for full information and sample copies.

BIOLOGICAL ABSTRACTS

University of Pennsylvania

Philadelphia 4, Pa.

Psychological Abstracts

VOLUME 30

OCTOBER 1956

NUMBER 5

GENERAL

6437. Beerling, R. F. **Power and human nature.** *Phil. phenomenol. Res.*, 1955, 16, 214-222.—The optimistic idea that power is subject to more and more effective control is no more acceptable than the view that power should be glorified "in its elemental forms as a permanent and beneficial factor in human life." "Power is a thoroughly ambivalent phenomenon," showing constructive as well as destructive facets. Only man is capable of using power deliberately to realize projected aims. How man will appreciate power will depend upon his self-interpretation. Such self-interpretation, while not limitlessly variable, is a never-ending process.—P. E. Lichtenstein.

6438. Bridgman, Percy W. **Science and common sense.** *Etc. Rev. gen. Semant.*, 1955, 12, 265-277.—New data and new precision in certain branches of science, accounted for by new and revolutionary theories, have cast serious doubt on the significance of "common sense" explanations, definitions, and uses of language in dealing with experience. Newer physical theories create apparent paradoxes, often because we have no commonsense way of relating experiences and perceptions. The history of "meanings" for any individual interacts with his perception, and, as psychoanalytic processes suggest, meanings may vary considerably. They are never static, however much common sense requires that they be so. We have yet to learn how to adapt to our common experiences the same kind of relative and operational analysis which has been so fruitful in science, though it has been so upsetting to commonsense views of nature.—J. Caffrey.

6439. Broudy, Harry S. (Mass. State Teach. Coll., Framingham.), & Freel, Eugene L. **Psychology for general education.** New York: Longmans, Green, 1956. viii, 456 p.—The authors have tried to keep before "the reader the idea of the human being as an organic unity, motivated by needs, values, and purposes as perceived by him in the natural world, the social environment, and in himself." Discussions of such topics as physiology, genetics, and statistics, which are "adequately dealt with in other segments of general education," have been minimized. There are 16 chapters arranged into 4 approximately equal parts—The Development of Psychology, The Structure and Dynamics of Behavior, Perception and Learning, The Structure and Dynamics of Personality. Each chapter includes a brief summary, several projects for research and discussion, and a list of recommended readings.—R. S. Harper.

6440. Corsini, Raymond J. (U. Chicago, Ill.) **The blind men and the elephant: three ends to one tale.** *Etc. Rev. gen. Semant.*, 1955, 12, 245-247.—The familiar story of the blind men attempting to say what an elephant "is" is given three endings, with a satiric twist. (1) Obfuscation through too much concern with security, (2) Avoidance of es-

sence, concealment by overdocumentation and scholarship-shape ornamentations, and (3) Reference to incompetent "higher authority," accepted even though it is fantasy.—J. Caffrey.

6441. Crow, Lester D., & Crow, Alice. (Brooklyn Coll., N. Y.) **Understanding our behavior: the psychology of personal and social adjustment.** New York: Knopf, 1956. x, 347, vi p. \$4.50 text. \$6.00 trade.—The purposes of this book are: to guide teachers, parents, and others interested in young people in their efforts to help children and adolescents develop positive and constructive patterns of adjustment; and to help adults themselves gain a better understanding of human behavior. In 16 chapters, topics like these are discussed: bases of human adjustment; personality adjustment and evaluation; motivation; mental development; attitudes; emotions; frustration and conflict; emotional disorders; therapy; sex adjustment; family relations; occupational adjustment; use of leisure time; positive patterns of personal-social adjustment. Lists of selected films and readings.—F. Costin.

6442. Fraisse, Paul. **Manuel pratique de psychologie expérimentale.** (Practical manual of experimental psychology.) Paris: Presses Universitaires de France, 1956. xi, 312 p. 1200 fr.—Designed for use in the introductory laboratory course in psychology, this manual outlines 60 experiments under the following headings: (1) motor function and work; (2) emotional reactions; (3) sensory processes and psychophysical methods; (4) perception; (5) learning and memory; (6) time and rhythm; (7) association and thinking; (8) personality; (9) social psychology.—A. L. Benton.

6443. Hurkan, John. **To the end of thought.** i.e., *Cambridge Rev.*, 1955, No. 4, 232-280.—The mentality of Soviet man is very different in its fundamental premises from that of Western man. To understand the Soviet mind in Western terms is something like trying to grasp non-Euclidean geometry using only Euclidean concepts. In the Soviet ideology one can see the culmination of rationalism and relativism, a position which is not to be confronted on its own grounds. What is required is a new form of consciousness which will supplant rationalism just as the Christian view supplanted the Roman view. "The only strong philosophic opposition to Marxism that the West now has is that one (unwittingly) present within psychoanalysis."—P. E. Lichtenstein.

6444. Johnson, R. C. (U. Melbourne, Australia.) **Psychical research.** New York: Philosophical Library, 1956. viii, 176 p. \$2.75.—From the author's preface: "I have not written this book for scholars and experts, but for the ordinary thoughtful person who . . . would like to understand what psychical research is all about. . . ." The field is covered historically and topically.—J. G. Pratt.

6445. **Kimble, Gregory A.** (*Duke U., Durham, N. C.*) **Principles of general psychology.** New York: Ronald, 1956. vii, 400 p. \$5.00.—The author has "aimed at a careful treatment of essentials," and has "intentionally stressed the importance of methodology and experiment as central to the whole science of human behavior." The 18 chapters of the book are divided into 4 sections. These sections, and their approximate proportion of the book, are: Basic Methodology (25%), Sensation and Perception (18%), Modification of Behavior (32%), and Behavior Dynamics (26%). Since the relation between sections is primarily methodological, it is easy to alter the sequence of major topics to suit different courses. Summaries and references at the end of each chapter.—*R. S. Harper.*

6446. **McKinney, John C.** (*Michigan State Coll., E. Lansing.*) **George H. Mead and the philosophy of science.** *Phil. Sci.*, 1955, 22, 264-271.—For Mead, the realm of science is composed of that which is common to various observers, the world of common experience symbolically formulated. Knowing is a form of adaptive response which seeks to organize the field of action in such a way that delayed and inhibited responses can take place. The work of the research scientist begins with an apparent exception to a law. Theory is both the beginning and the end of research.—*H. Ruja.*

6447. **Montagu, M. F. Ashley.** **Man—and human nature.** *Amer. J. Psychiat.*, 1955, 112, 401-410.—Since the nature of man is tailored after the pattern prevailing in his culture, fashions that have persisted in western culture and factors that have shaped such conceptions are examined. Among these are Darwinian evolutionary theory and Freudian psychology both of which stress the essentially evil nature of man. This view is disputed and an alternative view is developed. 32 references.—*N. H. Pronko.*

6448. **Moore, H. K.** **Psychological anecdotes and stories.** Milwaukee, Wis.: Editions Unlimited, Inc., 1955. 40 p. (Microcard).—This is a collection of anecdotes, stories, jokes and historical examples classified under 49 psychological topics.—*H. K. Moore.*

6449. **Morgan, Clifford T.** (*Johns Hopkins U., Baltimore, Md.*) **Introduction to psychology.** New York: McGraw-Hill, 1956. xviii, 676 p. \$6.00.—Although Morgan wrote the final draft of this book, initial drafts of 19 of the 23 chapters were written in whole or part by others in order "to have more expert treatment of the different topics. . . ." The book aims at "broad coverage of the more important and representative areas of psychology, leaving out the topics that are trivial, controversial, or of interest to relatively specialized groups." Chapters are grouped into 6 parts—Principles of Behavior, Social Processes, Abilities and Performance, Knowing the World, Biological Background, and a chapter on The Science of Psychology. Also there are Suggestions for Instructors on organizations for differently oriented courses, some Techniques of Study, a 432-item bibliography, a 25-page glossary, and chapter summaries and suggested readings.—*R. S. Harper.*

6450. **Munn, Norman L.** (*Bowdoin Coll., Brunswick, Me.*) **Psychology: the fundamentals of human adjustment.** (3rd ed.) Boston: Houghton

Mifflin, 1956. xvi, 542 p. \$5.75.—This third edition of Munn's (see 25: 7162) has only 16 chapters, as compared with the 24 chapters of the previous edition. Also, the sequence of topics has been rearranged. Following a chapter on the scope and methods of psychology there is (1) a sequence of chapters on individual differences, motivation, and personality, (2) a sequence on learning, remembering, and thinking, (3) a sequence on sensory and perceptual functions, and (4) a chapter on the neural basis of behavior and one on working efficiently. An appendix includes a page of answers and solutions, a 1017 item glossary, suggestions for further readings, a 5 page section on statistical computations, and chapter references. New student manual available.—*R. S. Harper.*

6451. **Oppenheim, Felix E.** (*Stanford U., Calif.*) **Control and unfreedom.** *Phil. Sci.*, 1955, 22, 280-288.—The author "operationally" defines "control," "unfreedom," "persuasion," "dissuasion," "constraint," "restraint," "deprivation," and "punishment." The definitions are intended to facilitate empirical testing of statements including these terms.—*H. Ruja.*

6452. **Piatt, Donald Ayres.** (*U. California, Los Angeles.*) **The import of the word "transaction" in Dewey's philosophy.** *Etc. Rev. gen. Semant.*, 1955, 12, 299-308.—Some key terms used by Dewey, such as "transaction," "situation," "content," and "event" imply a behavioral approach to definition and analysis of knowledge. What is named is no more essential an object of study than the "agency doing the naming" and the behavioral systems within which naming implies "meaning." Dewey's empiricism concerned itself with experience and perception as events which we ought to observe carefully as functions of our modes of abstracting them and organizing them for social purposes through language. Dewey proposes, in effect, that the purpose of thought is a present one, to improve the quality of life rather than to achieve the impossible task of reducing experience to manipulable abstractions as ends-in-themselves.—*J. Caffrey.*

6453. **Read, Herbert.** **A coat of many colours.** New York: Horizon Press, 1956. x, 352 p. \$3.75.—This is a collection of 71 occasional essays, with one exception previously unpublished in book form. Among those of interest to psychologists are: Have-lock Ellis, The faculty of abstraction, Film aesthetic, Realism and surrealism, with a further note on surrealism, Art and ethics, The significance of William James, and Machine aesthetic.—*A. J. Sprou.*

6454. **Reith, Herman.** (*U. Notre Dame, Ind.*) **An introduction to philosophical psychology.** Englewood Cliffs, N. J.: Prentice-Hall, 1956. xii, 305 p. \$4.95.—Philosophical psychology is based immediately upon the experience common to all men, while experimental psychology is based immediately upon controlled experimentation in which mathematics often plays a major role. In this exposition of philosophical psychology the treatment is based entirely upon Aristotle and St. Thomas and extensive readings from the two philosophers are given at the end of each section, principally the sensory powers of the soul, the human intellect, the human will, the psychology of habits, and the origin of man and of the human soul.—*W. L. Wilkins.*

6455. **Runes, Dagobert D.** **On the nature of man; an essay in primitive philosophy.** New

York: Philosophical Library, 1956. 105 p. \$3.00.—In a number of short chapters the author discusses the human situation from the standpoint of biology, psychology, anthropology, religion, and morality. The approach is relatively non-technical and intuitive, and the author's style is somewhat epigrammatic.—P. E. Lichtenstein.

6456. Sanford, Fillmore H. *Creative health and the principle of Habeas Menteum*. *Amer. Psychologist*, 1955, 10, 829-835.—"In the coming years, in order to keep our experts from imposing their own ideas and values on the not-so-expert, we may need to weave into all codes of professional conduct the principle of *habeas menteum*"—the right of a man to his own mind. "It seems to me a practical necessity for psychology to take definite steps to ensure that technical knowledge about human beings is made widely available to human beings." Four trends "... likely to affect the way life is lived in 1975 ..." are specified; the changing role of professions and the increasing concern with behavioral health are discussed.—S. J. Lachman.

6457. Tyler, Leona E. (*U. Oregon, Eugene*.) *The psychology of human differences*. (2d ed.) New York: Appleton-Century-Crofts, Inc., 1956. viii, 562 p. \$6.00.—The general outline is somewhat similar to the first edition (see 22: 901). However there is less emphasis on statistical methodology. More stress is placed on such topics as the influence of the environment on individual psychological traits; the hereditary basis of individual differences; the science of human differences; and achievements and challenges. Charts, graphs, and bibliography are again included.—G. C. Carter.

6458. Viteles, Morris S. (*U. Pennsylvania, Philadelphia*.) *The new utopia*. *Science*, 1955, 122, 1167-1171.—Plans for creating the "... 'ideally perfect society and political life' have come from a variety of sources." Recently utopias have been suggested which depend upon the application of tools of the psychologist. "Walden Two" by B. F. Skinner, and somewhat similar writings are cited. "The very fact that the infant science of human behavior can already make important and useful contributions to human welfare does not entitle us to play the role of the architects preeminent of the new utopia." The statement of A. V. Hill that "scientists should be implored to remember that, however accurate their scientific facts, their moral judgments may conceivably be wrong" is cited. 35 references.—S. J. Lachman.

6459. von Bertalanffy, L. (*Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.*) *An essay on the relativity of categories*. *Phil. Sci.*, 1955, 22, 243-263.—The categories of knowledge depend on biological and cultural factors. They must in some way, however, correspond to reality; else organisms guided by them would react inappropriately and would perish. 37 references.—H. Ruja.

6460. White, Alan R. *A linguistic approach to Berkeley's philosophy*. *Phil. phenomenol. Res.*, 1955, 16, 172-187.—The philosophical analysts have advanced the view that philosophers ought to be "interested in the logic of language, and that philosophical pronouncements are verbal recommendations." The author attempts to show that Berkeley, either wittingly or unwittingly, adopted this approach. Ap-

preciation of this point should lead to a clearer understanding of Berkeley's philosophy.—P. E. Lichtenstein.

(See also abstracts 6578, 6585)

THEORY & SYSTEMS

6461. Aulicino, John. *Critique of Moreno's spontaneity theory*. *Group Psychother.*, 1954, 7, 148-158.

6462. Binger, Carl. (*Harvard Med. Sch., Boston*.) *The moral implications of psychoanalysis*. *Pastoral Psychol.*, 1955, 6(59), 19-26.—Psychoanalysis implies that man determines his own fate. The concept of an unconscious mind responsible for our character and behavior (scientific determinism) is of a different conceptual level from free will as a subjective experience. This experience is "an important hallmark of mental health." Through release in insight and emotions, man strengthens the adaptive mechanism of his personality, to master his primitive drives. These are sublimated into feelings for others and into acceptance of responsibility.—A. Eglash.

6463. Bonime, Walter. *The psychic energy of Freud and Jung*. *Amer. J. Psychiat.*, 1955, 121, 372-374.—The concept of psychic energy as developed by Freud and Jung is discussed and criticized and an alternative view is proposed.—N. H. Pronko.

6464. Bousfield, W. A. (*U. Connecticut, Storrs*.) *Lope de Vega on early conditioning*. *Amer. Psychologist*, 1955, 10, 828.—A play, *El Capellán de la Virgen* (The Chaplain of the Virgin), probably written in 1615 which antedates scientific work on conditioning by about three centuries describes some conditioning phenomena. A character beset by cats who would steal his food put them in a sack. "First I would cough and then immediately whale the daylight out of the cats. They whined and shrieked. ... I would pause for a while and repeat the operation—first a cough and then a thrashing." Thereafter, if an animal approached my food, "... all I had to do was to cough, and how that cat did scat!"—S. J. Lachman.

6465. Bucklew, John. (*Lawrence Coll., Appleton, Wis.*) *The subjective tradition in phenomenological psychology*. *Phil. Sci.*, 1955, 22, 289-299.—Phenomenologists look upon psychological processes as a series of internal subjective states. The effect is to separate psychology from natural science. Phenomenology supports trends in contemporary psychology toward using non-quantitative, organismic concepts. However, unlike contemporary psychology, phenomenology is mentalistic, presumes to dispense with postulates, and tends toward mysticism rather than operationalism in its methodology. 22 references.—H. Ruja.

6466. Camerling, E. *Inleiding tot het denken van Jung*. (Introduction to the thinking of Jung.) Assen: Born, 1955. 48 p.—An elementary guide to Jungian psychology. After a summary of Jung's theory concerning the Unconscious, some examples of Archetypes are discussed. Finally Jung's contribution to the psychology of religion is summarized and a list of Jung's most important publications is presented.—R. H. Houwink.

6467. Campos, Nilton. (*U. Brasil, São Paulo*.) *A influência do pensamento de Wilhelm Dilthey*

na evolução da psicologia como ciência autônoma. (Influence of the thought of Wilhelm Dilthey on the evolution of psychology as an autonomous science.) *Anu. Inst. Psicol.*, 1951, 1, 27-37.—Dilthey, preoccupied with the spirit of man in his history, conceived of psychology as differing in content from the natural sciences, but not in its manner of knowing. Rejecting alike a positivist bias and supernaturalism, he saw man evolving spiritually in a cultural, historical milieu. It is thus necessary to study each people in its historico-cultural situation. Psychology owes Dilthey its security as an autonomous science freed from the negating physicalism and physiologism that deny that autonomy.—E. C. Munro.

6468. Campos, Nilton. (U. Brasil, São Paulo.) O modelo mecanista do behaviorismo de Watson. (The mechanist behaviorism of Watson.) *Anu. Inst. Psicol.*, 1951, 1, 5-6.—According to Watson behavior is a mechanical association of motor reactions, spontaneous or conditioned. His formula: S—R is a revival of Hobbes' classical mechanics of action, reaction. Personality is not a unity, but merely a sum of reactions learned by the conditioning of environment. "Watson is a mechanist who preserves a retrograde materialist interpretation, denying the emergence of mental forces in men. He preserves a gross materialism contrary to the spirit of modern psychology."—E. C. Munro.

6469. Campos, Nilton. (U. Brasil, São Paulo.) A teoria binária da percepção. (The binary theory of perception.) *Anu. Inst. Psicol.*, 1951, 1, 13-14.—This theory is an attempt, especially by Vittorio Benussi, to explain the Gestalt theory of perception. In perception, a psychical operation, impossible to know by introspection, is superimposed on the sensorial excitation. This 'process of production' is a psychic act of organizing the sensorial foundation, producing the perceptive phenomenon of form or configuration. Thus a melody is perceived as a unity, not merely a series of disparate tones.—E. C. Munro.

6470. Campos, Nilton. (U. Brasil, São Paulo.) A teoria das estruturas isomórficas na psicologia fisiológica gestaltista. (The theory of isomorphic structures in the physiological psychology of Gestalt.) *Anu. Inst. Psicol.*, 1951, 1, 7-11.—Gestalt theory is based on a parallel assumed to exist between the psychological world and the physical, since all observation of the latter is verified in direct psychology. It is also assumed that the physiological processes underlying the psychological are parallel to it, and are integral, dynamic structures, not isolated neurological processes combined by mere juxtaposition. Experiments are cited showing that bio-electric currents in a dog affect not isolated parts of the cortex, but the effects are spread over the entire surface of the cortex.—E. C. Munro.

6471. Cantril, Hadley. (Princeton U., N. J.) Toward a humanistic psychology. *Etc. Rev. gen. Semant.*, 1955, 12, 278-298.—An essential difficulty in the study of behavior is that the latter is continuous and yet must be artificially segmented for study. Basic to psychology is a view of how experience is perceived. Unanalyzed, "pure" experience; self-described experience; conceptualization; "abstracting for scientific specification." Experience must be dealt with selectively, and in psychology the criterion of selection is of critical importance. Since our organi-

zation of knowledge is a function of symbolic acts, conventions, etc., it is essential to recognize the values and other implications of particular modes of symbolizing experience, perception, and knowledge. 18 references.—J. Caffrey.

6472. Collier, Rex M. (VA Hosp., Jefferson Barracks, Mo.) Outline of a theory of consciousness as a regulatory field: preliminary statement. *J. Psychol.*, 1955, 40, 269-274.—The author's principal thesis, after asserting that psychology needs basic integrating concepts and theory, is that consciousness or awareness can be recognized as a regulatory field in behavior and in personality development. "Consciousness may be functionally defined as a biopsychological device or field that enables the organism to increase its flexibility of adjustment in the presence of complex need patterns from within and/or complex demand patterns from without. . . . Since events within such a field do not occur in isolation, they must enter into mutually modifying inter-relationships. This is the basis of flexibility. . . . Perceptual awareness provides the conditions for broadening the sample of cues upon which ensuing action is based. The more adequate the sample cues, the more adaptive or appropriate the behavior."—R. W. Husband.

6473. Courtis, Stuart A. The element concept in psychology and education. *J. educ. Res.*, 1955, 49, 223-228.—The author summarizes "very briefly and without proof" the advances made by his previous papers and in some not yet written toward applying in the life sciences the principles of prediction and control in terms of elements and laws as is done in the physical sciences.—M. Murphy.

6474. Dettering, Richard W. (San Francisco State Coll., Calif.) Philosophic idealism in Rogerian psychology. *Educ. Theory*, 1955, 5, 206-214.—The client-centered, student-centered therapy and teaching methods of Carl Rogers and his followers are found to be, in their anti-authoritarianism, "the latest vanguard of a personal liberation movement in recent Western thought." The individualistic emphasis in the philosophy of John Dewey is consistent with Rogerian principles but the social, objective, scientific side of pragmatism is irreconcilable with the personalistic approach. The Rogerian movement, akin both to early Christianity and modern French existentialism, "is a symbol of much more than its adherents realize or are willing to admit."—A. E. Kuensli.

6475. Dotterer, Ray H. Postulates and implication. New York: Philosophical Library, 1955. 509 p. \$7.50.—It is essential to good communication and mutual understanding that we make clear the postulates upon which our reasonings depend. The author explores many of the difficulties which may prevent our bringing to light our hidden premises. In following out his belief that the world is for the most part capable of rational description, he presents a number of postulates and definitions and examines them in detail.—P. E. Lichtenstein.

6476. Galdston, Iago. Eros and Thanatos: a critique and elaboration of Freud's death wish. *Amer. J. Psychoanal.*, 1955, 15, 123-134.—The death instinct as a disruptive malign power at war with Eros cannot be validated in experience. But the death instinct as the fulfillment of Eros, Thanatos as growth by altruism, as investment in others, is to be

witnessed in all of life's creatures, and most notably in man. In the cognizance of Thanatos it can thus be securely affirmed that they who fear not to die have the courage to live.—D. Prager.

6477. Goldbrunner, Josef. *Individuation: a study of the depth psychology of Carl Gustav Jung*. New York: Pantheon, 1956. xii, 204 p. \$3.50.—Jungian concepts are favorably reviewed and discussed. The Freudian and Adlerian schools are seen as "one-sided" and in need of "a synthesis from a higher point of view, which will include and embrace them both and clear the way for new research."—A. R. Howard.

6478. Gomes Penna, Antonio. (U. Brasil, São Paulo.) *O behaviorismo molar de E. C. Tolman*. (The molar behaviorism of E. C. Tolman.) *Anu. Inst. Psicol.*, 1951, 1, 77-80.—This theory represents a transition between Watson and Hull, with influence also from the Gestaltists, MacDougall, Woodworth, Brunswick, and the operationism of Bridgman. It is a kind of 'propositionism.' He uses the terms instinct and intention, but as functional aspects of behavior. He distinguishes these aspects of behavior: independent variables: (1) environment, (2) physiological processes, (3) hereditary structure, (4) habits, and (5) maturation, and intermediate variables, which are logical constructions, corresponding to mental processes. He has thus been criticized as being excessively mentalistic.—E. C. Munro.

6479. Gomes Penna, Antonio. (U. Brasil, São Paulo.) *O neo-behaviorismo de Clark L. Hull*. (The neo-behaviorism of Clark L. Hull.) *Anu. Inst. Psicol.*, 1951, 1, 47-60.—This theory is rigorous and delimited, preoccupied with scientific language and definition. Unlike Watson, he starts with direct experience. He considers that the veracity of a theory depends on its "operative efficiency." Rejecting the Gestalt position, he insists that experience must be broken up to be studied and to formulate laws. Learning is highly important in his theory, and occurs basically through: (1) trial and error, (2) conditioned reflex, with reinforcement. His goal-gradient hypothesis (i.e. the closer the goal, the greater the speed of learning) permitted him to explain various difficulties in learning.—E. C. Munro.

6480. Gruhle, Hans W. (U. Bonn, Germany.) *Verstehende Psychologie; Erlebnislehre*. (Understanding psychology; experience theory.) (Rev. ed.) Stuttgart: Georg Thieme, 1956. xi, 633 p. DM 48.00.—The second edition (see 24: 6127) contains 8 new pages of commentary, and 38 references in addition to the previous 1330 item bibliography.—H. P. David.

6481. Heiss, Robert. (U. Freiburg, Germany.) *Allgemeine Tiefenpsychologie: Methoden, Probleme und Ergebnisse*. (General depth psychology: methods, problems, and results.) Bern: Hans Huber, 1956. (New York: Intercontinental Medical Book Corp.) 371 p. SFr. 29.80.—The author's concern is to develop an integration between depth psychology and "general" psychology. Two key constructs are said to bridge the gap: unconscious memory and imagery-consciousness (under which are subsumed introjections and projections). The book is divided into a phenomenological and a systematic part. In the former the author develops the theoretical bases and the phenomena of depth psychology; in the latter

he deals with drives and affects, and depth psychological functions and mechanisms.—H. H. Strupp.

6482. Henry, Jules. *Homeostasis, society, and evolution: a critique*. *Sci. Mon.*, N. Y., 1955, 81, 300-309.—After presenting 15 items discussed by Cannon as related to homeostasis the author examines the applicability of these to social and interpersonal phenomena. Homeostasis as a concept of stability is inapplicable to society and its evolution for, as the author concludes; "... one cannot develop a cogent theory of human evolution on the hypothesis of social stability, but one can do it easily on a hypothesis of social instability." 22 references.—C. M. Louttit.

6483. Hertzman, Max. *Psychology, literature, and the life situation*. *Psychoanalysis*, 1955, 3(2), 46-57.—Relevant literary examples are important primary sources for re-creating the conditions of experience independent of explicit hypotheses. An understanding of the full life situation is necessary for a proper evaluation of factual findings and theories. Experimental techniques remove persons from meaningful life situations and develop either artificial or over-narrow pictures of the individual. Laboratory study of human motivation would do better if the contrived situations centered around actual interpersonal relations. The picture of a whole person is rarely evolved when studied exclusively with projective techniques.—D. Prager.

6484. Kantor, J. R. (Indiana U., Bloomington.) *Interbehavioral psychology and scientific analysis of data and operations*. *Psychol. Rev.*, 1956, 6(1), 1-5.—An interbehavioral analysis of scientific data and operations is proposed which is considered on 5 levels: existence-occurrence, observation event, investigation event, first analytic event, and second analytic event levels. Things and events on the first level may be physiochemical, biological, psychological, or cultural, and they are not dependent upon human observation. In each succeeding level the interaction of the earlier one becomes the stimulus object for the interbehavior of observer, analyst, and philosopher of science respectively.—C. M. Louttit.

6485. Lachman, Sheldon J. (Wayne U., Detroit, Mich.) *General functions [of and criteria] for the evaluation of scientific theory*. *Metropolitan Detroit Sci. Rev.*, 1956, 16(3), 19-20.—"A theory is a statement or series of statements of speculation about a broad range of phenomena, the nature of which is actually obscure; it is a conjectural attempt to 'explain' the unknown." "Theories help to systematize and organize the data, and thinking about the data." Theories serve as systems of reference, provide tentative plans of uncharted areas, and suggest directions for further research investigation. Criteria for evaluating the adequacy of specific theories in science include: (1) clarity of presentation, (2) completeness of formulation, (3) coherence of constituent components, (4) simplicity, (5) fecundity or fruitfulness in yielding testable hypotheses, and (6) precision of prediction.—S. J. Lachman.

6486. Peel, E. A. (Birmingham U., Eng.) *Psychology and the teaching of science*. *Brit. J. educ. Psychol.*, 1955, 25, 135-144.—The relationship of psychological theory to science teaching is treated under the topics of scientific thinking, scientific aptitude, and the learning of science. Respecting the first issue, the work of Duncker on problem solving and

creative thinking, and that of Piaget on the development of formal, operational thinking are significant contributions. Factorial studies have not yet clearly identified a group factor of science ability which rather appears to be a complex of high general ability and interest in scientific matters. Gestalt theory stressing insight, structure, and active organization is especially appropriate to science teaching, although in a limited way reinforcement theory is also applicable.—R. C. Strassburger.

6487. Reid, John R. The problem of values in psychoanalysis. *Amer. J. Psychoanal.*, 1955, 15, 115-122.—Psychoanalysis throws a flood of light on the role of unconscious factors in producing value illusions, on the part played by hostility in forming our moral judgments, on the ubiquitous effects of projection, displacement, and introjection in determining our value interpretations, on the paralysis of will induced by different forms of anxiety, and on the economic conditions of successful sublimation and self-control.—D. Prager.

6488. Sadosky, Manuel. Cibernética: realidades y falacias. (Cybernetics: facts and fallacies.) *Acta Neuropsiquiátr.*, Argent., 1954, 1, 97-103.—Sadosky rejects the "newness" of the cyberneticists' discussions of servomechanisms as a claim to interest, pointing to the work of physiologists such as Cannon and Bernard on homeostasis. He feels that cybernetics is, at the most, a new point of view which emphasizes a unified approach for psychologists, mathematicians, biologists, etc., to the life processes, and that it is, at the worst, in danger of reductionism and animism.—L. G. Datta.

6489. Schneider, Eliezer. (U. Brasil, São Paulo.) As unidades analítico-quantitativas e as unidades de "campo" na psicologia teórica. (Analytic-quantitative unities and "field" unities in psychological theory.) *Anu. Inst. Psicol.*, 1951, 1, 105-113.—Theories in psychology have usually been of two orders: (1) behavioristic, modest in theoretical objectives, but ambitious in methodology; (2) dynamic, modest in methodology, but ambitious in objectives. Hull and Spence postpone physiological hypotheses, not necessarily rejecting a field theory. Koch claims factual matter is insufficient for high-level theories now, but Robert Sears claims that theoretical work of McDougall, Lewin, Freud, et al., has contributed much to the study of human behavior, and foresees a great future in integration of studies of personal psychology with those of social psychology.—E. C. Munro.

6490. Silverman, Hirsch Lazaar. The psychology and psychiatry of Harry Stack Sullivan. *Psychiat. Quart. Suppl.*, 1955, 29, 7-22.—Sullivan's Boswell was Patrick Mullahy. An attempt is made to state succinctly Sullivan's views with little collation with other theoretical structures and with little critical comparison. A brief biography of Sullivan indicates the influences that swayed his thinking. A selected bibliography is appended.—D. Prager.

6491. Staff, Clement. The discharge principle in Freudian psychology. *Psychoanalysis*, 1955, 4 (1), 3-23.—The problem of dealing with instinctual stimuli developed later than that of dealing with outer world stimuli. The tendency toward total discharge was the first instinct. The terminal result of such discharge would be a return to the inanimate state. The ego sets itself against the pressure towards

total discharge and shields the psyche from the effects of massive stimuli. The secondary process inhibits discharge and is thus a major force in preserving life. 27 references.—D. Prager.

6492. Westerman Holstijn, A. J. Klassieke mysteriën en psychoanalyse. (Classical mysteries and psychoanalysis.) *Ned. Tijdschr. Psychol.*, 1955, 10, 335-354.—A study of the mysteries of Greek antiquity from a psychoanalytical point of view. In the mystical "renewal of life" an important element is the stimulation and liberation of sexuality which appears in the most direct form in orgies and bacchanals. The psychotherapeutic function of mysteries and oracles is discussed and described as a relaxation of ego-tensions and a liberation and activation of sexuality.—R. H. Houwink.

6493. Witt, Gerhard. The outlook for analytic psychology. *Psychoanalysis*, 1955, 3(4), 60-72.—Active psychology focuses on the inner freedom of man. It is the science, largely non-medical, for the improvement of man's psychic functions. Two problems of active psychology are the establishment of a non-medical profession of psychological therapists and the elimination of medicine's encroachment on psychology. Non-medical practicing psychology is to serve the needs of the sound as well as the ill.—D. Prager.

(See also abstract 6581)

METHODS & APPARATUS

6494. Barnes, George H. (Franklin Institute Labs., Philadelphia, Pa.) A four-channel noise source. *USAF, WADC Tech. Rep.*, 1955, No. 55-194, iv, 12 p.—This report describes a low-frequency 4-channel noise source constructed for use in human response studies. This device is useful in determining frequency response characteristics for jet pilots. The amplitude on each channel is variable from 0 to .25 volt rms, and the bandwidth is variable from 0.88 cps to 0.64 cps in 4 discrete steps. The theory of operation and diagrams of the system are included.—R. T. Cave.

6495. Coote, G. G. (C.S.I.R.O., Homebush, New S. Wales.) Analysis of scores for bitterness of orange juice. *Food Res.*, 1956, 21, 1-10.—A 31-member taste panel rated 6 samples of orange juice for bitterness using a 5-category scale. Three constant groupings of 3 or 4 samples each constituted separate experiments. Each S made 12 judgments on each group. Differences in bitterness between the juices were marked. The analysis of the transformed data was a little more sensitive; however, results by the two methods were in close agreement.—D. R. Peryam.

6496. Duetsch, Joseph J., & Herbert, Marvin J. (Army Med. Res. Lab., Fort Knox, Ky.) The development of a static target apparatus and tasks for the study of control and reticle characteristics. *U. S. Army med. Res. Lab. Rep.*, 1955, No. 187, ii, 16 p.—A target-alignment apparatus is described and illustrated as an instrument which uses rate controls and a cathode-ray tube display to permit study of control and reticle characteristics. Two preliminary studies are reported, both comparing two methods of control manipulation. In one study, only the right hand was used; in the other, each hand controlled in

a different plane. Neither method was superior to the other.—R. V. Hamilton.

6497. Greenhill, L. P. The recording of audience reactions by infra-red photography. *USN Spec. Dev. Cent. Tech. Rep.*, 1955, SDC 269-7-56, 11 p.—The number of persons in an audience actually watching an instructional film may be recorded on infra-red photographs by means of a specially developed technique, and serves as a measure of audience reaction. Time-consuming tests may thus be avoided. 4 photographs of apparatus and audience reaction.—R. Tyson.

6498. Gunkel, Ralph D., & Ryan, Ralph W. A self-recording remote-control tangent screen. *Amer. J. Ophthalmol.*, 1955, 40, 897-899.—Test objects manipulated by a magnet and recordings by a pantograph are adapted for use with the tangent screen to simplify and shorten examinations of the central visual field.—D. Shaad.

6499. Harker, George S. (Army Medical Research Laboratory, Fort Knox, Ky.) Instrument for the study of binocular vision. *J. opt. Soc. Amer.*, 1955, 45, 826-828.—"The engineering details of a laboratory apparatus for the precise measurement of angles of vergence in binocular vision are presented, and problems of calibration and possible uses are discussed."—F. Ratliff.

6500. Harker, George S., & Brune, Robert L. (Army Med. Res. Lab., Fort Knox, Ky.) The stereoptometer—an instrument for the study of binocular vision. *U. S. Army Med. Res. Lab. Rep.*, 1952, No. 106, i, 9 p.—The stereoptometer is described and illustrated; and "was developed to incorporate the psycho-visual task of the stereoscopic range finder into a device amenable to laboratory manipulation." The author suggests that the instrument will be useful in the study of factors in the individual, the range finder, and the target field which affect stereoscopic range finder performance. "A preliminary model of the stereoptometer provided asymmetrical convergence of the right element only and a sensitivity of 20 seconds of arc per division. The current instrument provides a choice of symmetrical or asymmetrical left or right convergence and gives a sensitivity of 4 seconds of arc per division."—R. V. Hamilton.

6501. Harries, J. M. (Ministry of Agriculture, Fisheries & Food, London.) Positional bias in sensory assessments. *Food Technol.*, 1956, 10, 86-90.—A significant over-selection of the middle food sample as the odd one in the triangle difference test (2 samples alike, 1 different) was found, and a tendency to choose the end samples as the pair when 5 samples (2 of one kind and 3 of another) were presented. The latter effect was eliminated by presenting the samples in a circular arrangement. In two experiments where 6 food samples were presented simultaneously for flavor scoring, the left-right position of the samples was shown to affect the scores assigned.—D. R. Peryam.

6502. Kramer, Amihud, & Ditman, L. P. (U. Maryland, College Park.) A simplified variables taste panel method for detecting flavor changes in vegetables treated with pesticides. *Food Technol.*, 1956, 10, 155-159.—Variables taste panel methods (scoring) for detecting flavor changes in vegetables

treated with pesticides are compared to attributes methods (triangular test). A simplified method of analyzing scores, based on analysis of variance from the range, is described. Results with 5 products showed that the scoring method was superior to the triangular method in detecting flavor differences, in number of tastings required, and in indicating the direction of the differences.—D. R. Peryam.

6503. Latham, F. (R.A.F. Inst. Aviat. Med., Farnborough, Eng.) A man-carrying centrifuge. *Nature, Lond.*, 1955, 175, 1057-1059.—The British human centrifuge and its associated apparatus, for use in aeromedical research, are described and types of experiments in which this installation can be used are briefly discussed. Provision has been made for extensive electrophysiological recording of the subject's responses by means of a 12 channel electroencephalograph and an 18 channel D.C. recorder. Though the leads from the subject to the amplifiers are 100 ft. long, a low electrical noise level is achieved by careful shielding.—R. E. Edwards.

6504. Miessner, Benjamin Franklin. (R. F. D. 2, Morristown, N. J.) Touch sensitive keying devices. *J. acoust. Soc. Amer.*, 1955, 27, 1227.—In commenting upon an article describing touch key sensitive devices, the author describes five patents in this area that he possesses.—I. Pollack.

6505. Persoz, Bernard. Un nouveau lampro-mètre. (A new glossometer.) *Rev. Opt. (théor. instrum.)*, 1955, 34, 592-595.—The greatest difficulty in measuring gloss arises from the fact that it is not known on what factors the sensation of glossiness depends. An apparatus is described in which a visual comparison can be accurately made of the specular reflection factors of two surfaces for light having 60° incidence.—R. W. Burnham.

6506. Schmidt, Paul F. (Oberlin Coll., Oberlin, O.) Some merits and misinterpretations of scientific method. *Sci. Mon.*, N. Y., 1956, 82, 20-24.—Such problems of scientific method as the division into discovery and certification, its limitations for reaching "truth," mechanical vs. mathematical models, the status of social science are examined. In general these are not real problems if the broad view of scientific method, i.e., "a critical and skeptical spirit toward accepted results, publicity and objectivity of claims, and willingness to follow evidence and logic wherever it leads" is the guiding pattern for discussion.—C. M. Louttit.

6507. Schwartz, Noel, & Pratt, Cornelia H. (U. S. Testing Co., Hoboken, N. J.) Simultaneous vs. successive presentation in a paired comparison situation. *Food Res.*, 1956, 21, 103-108.—Two 60-member laboratory consumer panels gave preference judgments on pairs of soups both as presented simultaneously and when the members of the pair were separated by intervals of 1, 3, 7 and 10 days. In the latter case S's were told to remember the first sample since a preference judgment would be required later. Soups were constant for each panel but differed between panels. In both cases a highly significant preference ratio was found with simultaneous presentation. As the interval between the samples increased this difference was markedly reduced. With successive presentation there was a constant tendency to choose the second member of the pair.—D. R. Peryam.

6508. **Scientific American Editors.** *Automatic control.* New York: Simon and Schuster, 1955. x, 148 p. \$1.00.—A collection of 12 articles reprinted from the *Scientific American* which discuss feedback control principles, automation in industry, information theory, and machine models of life.—C. M. Louttit.

6509. **Searles, Herbert L.** (*U. Southern California, Los Angeles.*) *Logic and scientific methods; an introductory course.* (2nd ed.) New York: Ronald Press, 1956. viii, 378 p. \$4.25.—The changes from the first edition (see 22: 2825) consist largely of elaboration on certain topics, the addition of further illustrative material, and in some cases the reorganization of materials. A new chapter on Definition has been added to round out the section on meaning, and several other chapters have been expanded. The problems at the end of chapters have been supplemented, and the Glossary has been amplified. 187-item classified bibliography.—A. J. Sprov.

6510. **Ward, Joe H., Jr.** (*USAFPTC, San Antonio, Tex.*) *Use of electronic computers in psychological research.* *Amer. Psychologist*, 1955, 10, 826-827.—Data from an article by Meer, Stein, and Geertsma in the 1955 *American Psychologist* are analyzed "... in an effort to provide one example of the value and efficiency of an electronic computer in analyses of psychological data." A table is presented. "These 399 sets of squared multiple correlations and beta coefficients required approximately 12 minutes of computing time on the IBM Type 607 Electronic Calculator."—S. J. Lachman.

(See also abstracts 6685, 6771, 7870)

NEW TESTS

6511. **Amthauer, Rudolf.** *Intelligenz-Struktur-Test; Handanweisung für die Durchführung und Auswertung.* (2. Auf.) (Intelligence-structure-test; manual.) (2nd ed.) Göttingen: Verlag für Psychologie, 1953. 43 p. DM 24.—In this revised edition, additional normative data are presented. (See 28: 5197.)—H. P. David.

6512. **Bühler, C., Hetzer, H., & Höhn, E.** *Der Welt-Test.* (The world test.) Göttingen: Verlag für Psychologie, 1955. 27 p.—In this brief German introductory manual, the authors describe test development, administration, quantitative interpretation, differential diagnosis, differences among several national groups. Also included are a scoring example and 24 references.—H. P. David.

6513. **Irl, Martin.** *Berufs-Interessen-Test; Handanweisung.* (The vocational interest test; manual.) Göttingen: Verlag für Psychologie, 1955. 16 p. DM 4.80.—The manual relates the development of the B.I.T., a vocational interest inventory yielding profiles in nine areas of technical and professional skill. Normative data are based on the records of 1150 men and 260 women of varied educational and vocational background. Future extensions and revisions are planned.—H. P. David.

6514. **Koh, Soon Duk.** (*Ewha Woman's U., Seoul, Korea.*) *An experimental try-out for development of a group intelligence test for the Korean male population.* *Stud. Psychol. Ewha Woman's U.*, 1954, No. 1, 84-98.—A preliminary

form of a National General Intelligence Test for Korean men is described. The test includes 12 sections, 7 non-verbal and 5 verbal. Subjects were 482 male students from 5th grade to college freshmen. Means, SD's, and distribution curves are given for all subtests by elementary, middle and higher school groups. Inter-test correlations are low, split half reliabilities range from .49 to .86 (one test at .17), and validity against school marks at the 3 levels was low although means increased with school level.—C. M. Louttit.

STATISTICS

6515. **Barnes, Benjamin A.** (*Massachusetts General Hosp., Boston.*), **Pearson, Elinor, & Reiss, Eric.** *The analysis of variance: a graphical representation of a statistical concept.* *J. Amer. statist. Ass.*, 1955, 50, 1064-1072.—The analysis of variance is presented in graphical form to emphasize the conventional partitioning of the sums of squares. Areas are defined representing squares of non-uniform series and sums of squares of uniform series, and the difference is displayed as the variation of the non-uniform series. The graphical presentation is extended to intra- and intergroup comparisons and to the F test. The two-dimensional analogy is presented as an aid to the teaching of statistics supplementing the algebraic formulations.—G. C. Carter.

6516. **Burros, Raymond H.** *The estimation of the discriminant dispersion in the method of successive intervals.* *Psychometrika*, 1955, 20, 299-305.—"A new algebraic formula is derived for estimation of the discriminant dispersion in the method of successive intervals. The legitimate use of the formula requires that as many normal deviates as possible be present in the matrix. For this reason, it is recommended that deviates corresponding to the interval (0.01, 0.99) of the cumulative proportions be used, instead of those corresponding to (0.05, 0.95), the interval used by Edwards and Thurstone. Computations on data published by Edwards and Thurstone showed that when adjustment was made for variability in dispersions calculated by the formula of this paper, a reduction of fifty per cent in mean absolute discrepancy was produced. Since the formula is easy to use and avoids the disadvantages of its predecessors, it should have fairly wide applicability in psychological research." 10 references.—M. O. Wilson.

6517. **Bush, Robert R.** *Some problems in stochastic learning models with three or more responses.* In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 22-24.—In applications to specific behavioral experiments, it is necessary either: (1) estimate all parameters α_i and limit points λ_i from the data, or (2) make special assumptions about the values of α_i and λ_i . The first procedure is technically unfeasible; it was possible to estimate at most three parameters from any set of data analyzed. In all cases but one, special assumptions about the λ_i were made; in most cases additional assumptions about one or more of the α_i were made. My concern here will be mainly with assumptions about the λ_i . The estimation problems are not discussed.—G. C. Carter.

6518. **Cattell, Raymond B.** (*U. Illinois, Urbana.*) *Lo stato attuale nella ricerca e costruzione di tests fattoriali di attitudine e personalità.* (The present

status of research and construction of factorial tests of ability and personality.) *Arch. Psicol. Neur. Psich.*, 1955, 16, 323-349.—The author presents a comprehensive survey of present day theory and research in the field of factor analysis with special reference to the construction of factorial tests of attitude and personality. Some of the results already attained, such as the definition of certain personality factors, the work of the Institute of Personality and Ability Testing, the Sixteen Personality Factor Questionnaire, the Project of analysis of multiple variance, and others are mentioned. The author emphasizes the value of the factor analysis approach and the need for extended research. 42-item bibliography. French, English and German summaries.—*A. Manoil.*

6519. Chung, Born Mo. (Seoul National U., Korea.) Differentiation of group patterns by transposed factor analysis. *Stud. Psychol., Ewha Woman's U.*, 1954, No. 1, 1-25.—The dimensions (parameters) of 3 sets of 4 boxes—cube, column, and platform—were intercorrelated and the matrix factored by R- and Q-techniques. The data supported hypotheses that factors by the 2 techniques are restricted to test and individual variation respectively.—*C. M. Louttit.*

6520. Claringbold, P. J. (U. Sydney, Australia.) Matrices in quantal analysis. *Biometrics*, 1955, 11, 481-501.—A considerable time has been devoted in the past to methods supposed to give quick estimation of parameters in quantal analysis. These graphical or semigraphical methods are usually employed in order to avoid efficient but tedious probit analysis in routine work. It is shown that quick efficient solution is afforded by use of the angular transformation. 22 references.—*G. C. Carter.*

6521. Cohen, John, & Hansel, Mark. (U. Manchester, Eng.) Risk and gambling: the study of subjective probability. New York: Philosophical Library, Inc., 1956. x, 153 p. \$4.75.—The nature of private or psychological probability as expressed in the way we weigh up evidence; predicting the unknown; sampling the universe; the language of uncertainty; intensity of belief; risk-taking; guessing and estimating; and gambling are discussed. Experiments are described with a minimum of technical jargon and statistical mystification.—*G. C. Carter.*

6522. Coombs, C. H., & Kao, R. C. On the multidimensional analysis of monotonic single stimuli data. In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 68-74.—A general theory of psychological scaling in which an effort will be made to make precisely clear the kind of data with which this paper is concerned is presented. A variety of alternative multidimensional models are described on a verbal and intuitive level including their relation to scalogram analysis and multiple factor analysis.—*G. C. Carter.*

6523. Cronbach, Lee J., & Merwin, Jack C. (U. Illinois, Urbana.) A model for studying the validity of multiple-choice items. *Educ. psychol. Measmt.*, 1955, 15, 337-352.—A mathematical model is developed for studying the validity of multiple choice items. Theory regarding the multiple-choice items is discussed laying a basis for needed studies of the properties affecting item efficiency, such as the "closeness of" alternatives, various modifications of the best-answer technique, etc. The calculations

needed for three different cases in the use of the model are described.—*W. Coleman.*

6524. Ditchburne, Nell. (C.S.I.R.O., Melbourne, Australia.) A method of analysis for a double classification arranged in a triangular table. *Biometrics*, 1955, 11, 453-480.—When an experiment is designed to test the effect of two factors each at several levels, on some measurable quantity, the data may be arranged in a two-way table. However, when the numbers in the subclasses are unequal, or when all levels of one factor are not tested at all levels of the other, so that some subclasses are completely missing, the data are non-orthogonal, and a method of analysis must be found to suit the design of the particular experiment. The method of analysis described is suitable for use with data which may be arranged in a triangular table.—*G. C. Carter.*

6525. [Dunlap, Jack W.] Mathematical models of human behavior; proceedings of a symposium. Stamford, Connecticut: Dunlap and Associates, Inc., 1955. vii, 103 p.—The papers read at a symposium sponsored in 1954 by the Commission on Accidental Trauma of the Armed Forces Epidemiological Board and Dunlap and Associates, Inc., under Contract Number DA-49-007-MD-239, Office of the Surgeon General, Department of the Army are presented. See entry nos. 6517, 6522, 6527, 6528, 6532, 6542, 6543, 6555, 6557, 6558.—*G. C. Carter.*

6526. Edwards, Allen L. Applications of ranking in film research and the statistical analysis of ranks. *USN Spec. Dev. Cent. Tech. Rep.*, 1955, No. SDC 269-7-59, i, 26 p.—Development and application of statistical methods for analyzing judges' evaluation of training films are described. Film specialists' assessments agree; those of naive judges do not.—*R. Tyson.*

6527. Edwards, Ward. An attempt to predict gambling decisions. In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 83-96.—The problem of predicting real choices among simple bets is discussed. The concepts used for this kind of prediction are utility (or subjective value) and probability preferences (or subjective probability) and the basic notion is the old idea, originated by Daniel Bernoulli in explaining the St. Petersburg paradox, that subjects choose among bets as if they were maximizing a form of expected utility.—*G. C. Carter.*

6528. Estes, W. K. Theory of elementary predictive behavior: an exercise in the behavioral interpretation of a mathematical model. In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 63-67.—An empirical situation of considerable interest to the learning theorist is the behavior of an individual in attempting to predict the occurrence of an uncertain event. The development of this type of behavior is of obvious practical interest, and under suitably simplified conditions the learning problem involved appears to provide an empirical bridge between the simplest forms of conditioning and more complex learning situations. The approach to the situation adopted by a number of current investigators in the Indiana Laboratory is to simplify the experimental situation so that only a few obviously essential factors are permitted to vary and then to attempt application of a theoretical model previously

developed in connection with more elementary conditioning studies.—G. C. Carter.

6529. Finney, D. J. (U. Aberdeen, Scotland.) **Experimental design and its statistical basis.** Chicago: University of Chicago Press, 1955. xi, 169 p. \$4.50.—The meaning and logic of experimental design are here emphasized to present the research biologist with principles for the efficient and economical construction of designs adaptable to particular objectives. Statistical Science; Counts; Measurement; Randomized Blocks and Latin Squares; Incomplete Block Designs; Factorial Experiments; Sequential Experiments; Biological Assay; and the Selection of a Design are discussed. 74-item bibliography.—G. C. Carter.

6530. Fiske, Donald W., & Baer, Donald M. (U. Chicago, Ill.) **The coefficient of variation: An evaluation.** *Educ. psychol. Measmt.*, 1955, 15, 396-403.—Studies utilizing the coefficient of variation are reviewed. It is felt that V has limited utility being useful occasionally as a descriptive statistic. The limitations of V are described with the suggestion that "... it would seem more fruitful to analyze the bivariate distribution of M and σ rather than to use V."—W. Coleman.

6531. Fix, Evelyn, & Hodges, J. L., Jr. (U. California, Berkeley.) **Significance probabilities of the Wilcoxon test.** *Ann. math. Statist.*, 1955, 26, 301-312.—"Tables are presented from which exact values of the Wilcoxon distribution may be obtained when the smaller sample size m does not exceed 12. The Edgeworth approximation to terms of order $1/m^2$ is given and its accuracy investigated."—P. Ratoosh.

6532. Flood, Merrill M. **A group preference experiment.** In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 1-21.—An experiment is reported in which a group of seven subjects were required to select one from among 11 objects and to dispose of it among themselves. Their solution is compared with others possible, such as those suggested by game theoretic considerations, and it is considered that the group failed by a substantial margin to find an optimal selection and disposition. Deficiencies of majority voting, as a decision process, are noted and psychological factors enter into the group process in an important fashion.—G. C. Carter.

6533. Garrett, Henry E. (Columbia U., New York.) **Elementary statistics.** New York: Longmans, Green and Company, 1956. vii, 167 p., \$2.60. (Workbook. iii, 48 p. \$1.00).—Statistics and measurement; the frequency distribution; averages; variability; percentile ranks; the normal probability distribution and the normal curve; testing experimental hypotheses; correlation; the chi-square test; and comparing and combining test scores are discussed.—G. C. Carter.

6534. Gengerelli, J. A., & Butler, B. V. (U.C. L.A., Los Angeles.) **A method for comparing the profiles of several population samples.** *J. Psychol.*, 1955, 40, 247-268.—A method is described for specifying in a rational manner the shape or profile of a set of scores by means of real numbers (termed profile numbers) in such wise that the numbers and the profiles take their place in parallel intensive orders. Using profile numbers permits the application of the customary statistical procedures in determining

whether two or more groups of persons have significantly different profiles on a set of performances. The use of this technique is described for classifying persons on the Kuder and the MMPI.—R. W. Husband.

6535. Girshick, M. A., Rubin, H., & Sitgreaves, R. (Stanford U., Calif.) **Estimates of bounded relative error in particle counting.** *Ann. math. Statist.*, 1955, 26, 276-285.—A sampling procedure is proposed to estimate the unknown parameter λ of a Poisson process characterizing events occurring per unit of a continuous variable. The continuous variable is observed until a fixed number M of events occur. An estimate l is made which with confidence coefficient α does not differ from λ by more than 100γ per cent of λ . γ and α depend on M but not on λ . A sequential alternative procedure is also described.—P. Ratoosh.

6536. Gourlay, Neil. (U. Birmingham, Eng.) **F-test bias for experimental designs of the Latin square type.** *Psychometrika*, 1955, 20, 273-287.—"In an earlier paper, a method of analysis, due to Neyman and now known generally as variance component analysis, was used to examine F-test bias for experimental designs in education of the randomized block type. The same method is now applied to study F-test bias for designs of the Latin square type. The results, in general, disprove the view that, for a valid application of Latin square techniques, it is necessary that all interactions are zero." 11 references.—M. O. Wilson.

6537. Griffin, Harold D. (V.A., Lincoln, Nebr.) **A graphic procedure for computing rank-difference correlations.** *Personn. Guid. J.*, 1955, 34, 221-225.—A table and two nomographs are presented to facilitate computation of Holmes' tau coefficient of rank correlation.—G. S. Speer.

6538. Gurland, John. (Iowa State College, Ames.) **Distribution of the maximum of the arithmetic mean of correlated random variables.** *Ann. math. Statist.*, 1955, 26, 294-300.—"The initial distribution considered here is obtained from a multivariate analogue of the Pearson Type III distribution, and the value of the correlation is taken to be non-negative. There is obtained here the distribution of the maximum in samples of fixed size n from a random variable which is the arithmetic mean of k such correlated random variables. This distribution is obtained for large values of n and for large values of k . The appropriate expressions for the mode and scale parameters are also given."—P. Ratoosh.

6539. Haneman, Vincent S., Jr., & Senders, John W. **Correlation computation.** *USAF, WADC Tech. Rep.*, 1955, No. 55-197, iv, 12 p.—This report consists of a descriptive survey of the various autocorrelation systems now in operation, or soon to be in operation. 16 such correlation computers, their methods of application and their limitations and problems are discussed. 23 references.—R. T. Cave.

6540. Harris, Chester W. (U. Wisconsin, Madison.) **Characteristics of two measures of profile similarity.** *Psychometrika*, 1955, 20, 289-297.—"Analogues of Pearson's coefficient of racial likeness and of Mahalanobis' distance measure have been proposed as descriptive statistics for comparing two individuals. This paper shows that two different definitions of

"uncorrelated" variables—one associated with an inverse transformation and the other with a principal-axis transformation—give rise to these two descriptive statistics. The effects of putting the data into certain forms, such as equalizing the variances of the variables or equalizing the means of the persons, prior to using either of the two transformations, are discussed." 8 references.—*M. O. Wilson.*

6541. **Havin, Henry.** Er validerings-kriterier en nødvendighet i psykologien eller bare en konsekvens ut fra ensidig matematisk orientering? (Are validity criteria a necessity in psychology or merely a consequence of a one-sided mathematical orientation?) *Nord. Psykol.*, 1954, 6, 109-113.—Psychologists uncritically have let themselves be dominated by the physical scientists' demands for quantification and measurements. The mind is characterized by an undissolvable interaction among structural components which are changing during this interaction. Such components cannot be quantified for statistical prediction, and validity control of such prediction is not necessary. The vocational psychologist's task ends when he has made his prediction. The only acceptable kind of control is prediction by another psychologist. Psychological criteria cannot be formulated for mathematical manipulation.—*B. Karlsen.*

6542. **Jacobs, Herbert H.** Mathematical models applied to accident processes. In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 25-31.—It is desirable that accident models combine all of the effects of interest, namely, contagion, time, and population structure. This is important because we have good reason to expect that they will occur together rather than alternatively and because we shall want to estimate the three effects simultaneously. In addition, there is no sound inferential basis for testing the non-contagion hypothesis, for example, by comparing goodness of fit of a contagion model against that of a non-contagion model.—*G. C. Carter.*

6543. **Jarvik, Murray E.** Probability estimates and gambling. In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 75-82.—There has been a tendency in recent years for certain investigators to measure subjective estimates of probability, or "psychological probability" as it has sometimes been called, by means of behavior in gambling situations. It is shown that this means of measuring such estimates may not be the most feasible, and may sometimes be misleading. One of the postulates offered is that probability estimation is a cognitive process, independent of behavior, though it may be used to influence and direct behavior.—*G. C. Carter.*

6544. **Kieselbach, David J.** Constructing valid test items. *USAF, ATC Instructors J.*, 1955, 6(3), 34-36.—Validation of test items is explained and stressed. Adequate and inadequate forms of the same test questions illustrate the concept.—*R. Tyson.*

6545. **Kitagawa, Evelyn M.** (U. Chicago, Ill.) Components of a difference between two rates. *J. Amer. statist. Ass.*, 1955, 50, 1168-1194.—A technique which is helpful in making inferences from standardized data is presented. It is a revision and refinement of a mode of analysis utilized at the University of Chicago since 1948. The purpose of the technique is to explain the differences in their spe-

cific rates and differences in their composition. Thus, the components framework of the latter is designed to summarize and compare differences in two (or more) sets of specific rates.—*G. C. Carter.*

6546. **Knauff, E. B.** (Aetna Life Affiliated Companies, Hartford, Conn.) Test validity over a seventeen-year period. *J. appl. Psychol.*, 1955, 39, 382-383.—Data are presented for 692 employees between scores on LOMA-1 (a 15-minute general mental ability test) on the one hand, and attained job class (7 to 17 years later) and current job performance on the other. LOMA test scores correlated .60 with attained job class, and .29-.48 with current performance in four departments as measured by a production criterion.—*P. Ash.*

6547. **Kogan, Leonard S.** Statistics in clinical research. In *Brower, D., & Abt, L. E., Progress in clinical psychology, II*, (see 30: 7139), 326-339.—"Sophisticated statistical methods are increasingly characteristic of research in clinical psychology." Briefly surveyed are: configuration statistics, correlation and factor analysis, and research design and analysis. "In the writer's opinion the greatest need in clinical research is not so much a wider knowledge of the technical aspects of statistics but rather a more serious consideration in experimental design of population specification, sampling, control, and relevance to systematic theory." 155 references.—*H. P. David.*

6548. **Kramer, Clyde Young.** On the analysis of variance of a two-way classification with unequal sub-class numbers. *Biometrics*, 1955, 11, 441-452.—In many avenues of research it is necessary to analyse the variance of data which are classified in two ways with unequal numbers of observations falling into each sub-class of the classification. For data of this kind special methods of analysis are required because the inequality of the sub-class numbers causes lack of orthogonality among the main effects and interaction comparisons. The basic notation for dealing with an analysis of a two-way classification with unequal sub-class numbers, and the problem of extending the analysis to the main effects and to the interaction between the main effects are discussed.—*G. C. Carter.*

6549. **Li, C. C.** (U. Pittsburgh, Pa.) A diagrammatic representation of the sum of squares and products. *J. Amer. statist. Ass.*, 1955, 50, 1056-1063.—A geometric illustration of some of the commonest identities in the algebra of the sum of squares is presented. The method is essentially the construction of squares of the various numbers and their means. These pictures provide us with a visual representation of what the identity says. The method is extended to represent the identities concerning the sum of products by constructing rectangles.—*G. C. Carter.*

6550. **Lord, Frederic M.** (Educational Testing Service, Princeton, N. J.) Estimating test reliability. *Educ. psychol. Measmt.*, 1955, 15, 325-336.—Two parallel-form reliability coefficients are derived. One is based on randomly parallel test forms leading to a new derivation for the Kuder-Richardson formula 21. This derivation requires fewer assumptions than the K-R formula. The second formula, based on matched test forms, provides an estimate for the least upper bound of test reliability. A numerical example

is given, "... showing how a standard error of measurement for each separate examinee is readily computed, and how test reliability may be computed by averaging these standard errors."—*W. Coleman.*

6551. Lord, Frederic M. (*Educational Testing Service, Princeton, N. J.*) **Nomograph for computing multiple correlation coefficients.** *J. Amer. statist. Ass.*, 1955, 50, 1073-1077.—A nomograph which may be used for calculating a multiple correlation coefficient (R_{1-23}) from the zero-order correlations (r_{12} , r_{13} , and r_{23}) is presented and illustrated.—*G. C. Carter.*

6552. Lord, Frederic M. (*ETS, Princeton, N. J.*) **Some perspectives on "the attenuation paradox in test theory."** *Psychol. Bull.*, 1955, 52, 505-510.—Clarification is given of the "paradox" posed by Loewinger (see 29: 3299), i.e., "validity" (the product-moment r of test score with the common factor of test items) decreases upon the increase beyond a certain point of item intercorrelations in a test whose items are of equal difficulty. Four points are made: (1) the "region of paradox" is reduced using a curvilinear r rather than the usual product-moment "validity"; (2) the paradox's incidence in aptitude and achievement tests is not as great as is frequently believed; (3) over-all "validity" for a group is inferior to the test's discriminating power for a specified decision problem for a specific examinee; and (4) the conception that "... for optimum results the percentage of correct answers to each item should equal the percentage of examinees to be selected" is correct only if the latter percentage is 50.—*R. Perloff.*

6553. Lord, Frederic M. (*Educ. Testing Service, Princeton, N. J.*) **A survey of observed test-score distributions with respect to skewness and kurtosis.** *Educ. psychol. Measmt.*, 1955, 15, 383-389.—"In a survey of 48 different aptitude and achievement tests administered to various populations at the higher educational levels, it is found (a) that the easier tests tend to have negatively skewed, and the more difficult tests positively skewed, score distributions; (b) that 15 of the 18 symmetric score distributions are slightly platykurtic, 7 of them significantly so." The results seem attributable to the properties of the measuring instruments. The implications of an observed platykurtic score distribution ($Ku = .299$) are also discussed.—*W. Coleman.*

6554. Lorr, Maurice (*V.A. Washington, D. C.*), Jenkins, Richard L., & Medland, Francis F. **Direct versus obverse factor analysis: A comparison of results.** *Educ. psychol. Measmt.*, 1955, 15, 441-449.—"Four groups of geometrical solids consisting of cones, cylinders, triangular prisms and triangular pyramids were selected and measured in 16 different ways. The correlations between the measures and between the objects were separately factored." The two factors isolated by the Q technique (r between objects) were more clear-cut than the 4 factors yielded by the R technique (r between measures). It is concluded that a two-way factor analysis of a score matrix may be meaningful. The factors isolated by Q technique may be distinguishable from those isolated by R-technique. It is inferred that in some instances a Q-analysis may be more useful and enlightening than an R-analysis.—*W. Coleman.*

6555. Luce, R. Duncan. **ψ stability: A new equilibrium concept for n-person game theory.**

In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 32-44.—One of the first questions people seem to ask about any new concept in n-person game theory is whether it leads to a unique outcome for a game; possibly this interest in uniqueness stems in part from the singular non-uniqueness of the solutions of most games. It is clear from the results presented that the concepts of V_k and W_k stability lead to far fewer possible outcomes than does the solution notion, but not in general to a unique outcome.—*G. C. Carter.*

6556. Luce, R. Duncan; Macy, Josiah, Jr. (*Mass. Inst. Tech., Cambridge.*), & Tagiuri, Renato. **A statistical model for relational analysis.** *Psychometrika*, 1955, 20, 319-327.—"The diadic relationships existing in a group can be defined in terms of the members' choices, rejections, and their perceptions of being chosen and rejected. The number of possible distinct diads is 45. Formulas are given for computing the expected frequency and variance of the different diadic forms expected, when certain random factors are taken into account. These values must be known if the operation of factors other than the specified random ones is to be studied. Values obtained from two models with different assumptions are compared with empirical values. A simplified treatment is possible for groups with ten or more members."—*M. O. Wilson.*

6557. Markowitz, Harry. **The utility of wealth.** In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 54-62.—A hypothesis which should be kept in mind when explaining phenomena or designing experiments concerning behavior under risk or uncertainty is presented and justified.—*G. C. Carter.*

6558. Marschak, J. **Norms and habits of decision making under certainty.** In [Dunlap, J. W.], *Mathematical models of human behavior*, (see 30: 6525), 45-53.—Certain formal norms of good decision making have been formulated. They do not, in general, coincide with the habits of decision making among ordinary people in our or any other civilization. These habits can be studied empirically. Moreover, there may be a social need to bring these habits closer to the norms. It is important that at least people whose decisions involve the welfare of many others should fulfill certain norms of consistency, should know, for example, how to "make up their minds": business administrators, public servants, military leaders. If so, the question of what are and how to change decision habits becomes one of great practical importance.—*G. C. Carter.*

6559. Michael, William B. (*USC, Los Angeles, Calif.*), & Perry, Norman C. **A theory of item-analysis based on the scoring of items at three levels of appropriateness of response.** *Educ. psychol. Measmt.*, 1955, 15, 404-415.—Formulae are presented for relating parameters of item difficulty to the mean, variance, reliability, and validity of scores on a power test when three categories of appropriateness are used for scoring responses. Test validity in this exposition is compared with Gulliksen's Item Validity and Item Reliability Indices.—*W. Coleman.*

6560. Milholland, John E. (*U. Michigan, Ann Arbor.*) **Four kinds of reproducibility in scale analysis.** *Educ. psychol. Measmt.*, 1955, 15, 478-482.—Four kinds of reproducibility coefficients may be

used in scale analysis: (1) items per individual, (2) individuals, (3) items per response pattern, and (4) response patterns. Factors to be considered in the use of each are discussed and examples given.—*W. Coleman.*

6561. Milholland, John E. (*U. Michigan, Ann Arbor.*) **The reliability of test discriminations.** *Educ. psychol. Measmt.*, 1955, 15, 362-370.—Additional discriminations made by various modified response methods for multiple choice items are not reliable unless they improve the reliability coefficient of the test. "... reliability of discrimination is defined in terms of the proportion of differences between scores which attain a given level of statistical significance." A formula is derived for "... computing the reliability coefficient necessary for a given score difference on a test with expanded score range to be as reliable as that same difference on a test with restricted score range, assuming both tests to be at maximum discriminating power." A table is also provided supplying the expected proportions of true differences in the obtained direction for various magnitudes of differences between scores and for various reliability coefficients.—*W. Coleman.*

6562. Moser, C. A. **Recent developments in the sampling of human populations in Great Britain.** *J. Amer. statist. Ass.*, 1955, 50, 1195-1214.—The main developments in the sampling of human populations in Great Britain during the last five years are described. Changes in methodology, as well as new applications, are included. 60 references.—*G. C. Carter.*

6563. Murty, V. N. (*U. North Carolina, Chapel Hill.*) **The distribution of the quotient of maximum values in samples from a rectangular distribution.** *J. Amer. statist. Ass.*, 1955, 50, 1136-1141.—When there is a priori knowledge that two samples have been drawn from rectangular populations with the same lower bounds, the hypothesis that both samples have been drawn from the same population can be tested by means of the quotient of the maximum values. The distribution of this statistic is derived, and its properties studied. Explicit expressions for the power function of the test are given, and the table of 5% values of the quotient is given for sample sizes up to ten. A numerical example is given.—*G. C. Carter.*

6564. Noether, Gottfried E. (*Boston U., Mass.*) **Use of the range instead of the standard deviation.** *J. Amer. statist. Ass.*, 1955, 50, 1040-1055.—Many standard test and estimation procedures require the computation of the sample standard deviation. It is, however, often possible to replace the standard deviation by the more easily computed sample range without appreciably reducing the precision of the method. Range methods which have been suggested in the statistical literature in connection with problems about the means and variances of one or two normal populations are discussed.—*G. C. Carter.*

6565. Outhwaite, Anne D., & Rutherford A. (*U. Aberdeen, Scotland.*) **Covariance analysis as an alternative to stratification in the control of gradients.** *Biometrics*, 1955, 11, 431-440.—In a recent paper (see 29: 1793), Federer and Schlottfeldt illustrated the use of covariance to control gradients in an experiment as a substitute for deliberate stratification in the design. For this purpose, they took

account of linear and quadratic trends. Since there was no obvious reason for stopping at this stage, the effect of including all terms up to the sixth degree is examined.—*G. C. Carter.*

6566. Payne, Robert B. (*USAF Sch. Aviat. Med., Randolph Field, Tex.*) **Factors affecting the validity and utility of aeromedical research data.** In *NATO . . . , Anthropometry and human engineering*, (see 30: 6639), 77-89.—The author points out the necessity of having a statistician involved in research planning from the beginning if data collected are to have the greatest value. It is necessary to take "the statistician into full confidence throughout all phases of research proper in order to insure the adequacy of experimental design, the proper execution of sampling, and the meaningful interpretations of resulting statistical indexes."—*C. M. Louttit.*

6567. Ramfalk, C. W. **Valideringens psykometriska innebörd.** (The psychometric meaning of validation.) *Nord. Psykol.*, 1954, 6, 115-120.—Validity is considered within two frames of reference: interindividual and intraindividual validity. Personality fits into the latter category where mathematical validation techniques are of limited usefulness, especially since correlation gives no information about causation. No technique is universally valid in diagnosis; the approach depends upon the particular situation. In an interview situation, the psychologist must be aware of his own biases lest his description of the client reveal more about the personality of the psychologist than of the client. A compromise between the clinical and the psychometric approach seems necessary.—*B. Karlson.*

6568. Rimoldi, H. J. A. (*U. Chicago, Ill.*), & Hormaeche, M. **The law of comparative judgment in the successive intervals and graphic rating scale method.** *Psychometrika*, 1955, 20, 307-318.—"The law of comparative judgment is applied to the successive intervals and graphic rating scale methods. A procedure for estimating the modal discriminational process and discriminational dispersion of the stimuli, as well as the value of the boundaries of the intervals on the continuum, is given. From the estimated values it is possible to determine the theoretical proportions and to compare them with the actual experimental proportions. The agreement between these values is an indication of the adequacy of the assumptions made."—*M. O. Wilson.*

6569. Ross, Robert T. (*Sonoma County Ment. Hyg. Clin., Santa Rosta, Calif.*) **A linear relationship between paired comparisons and rank order.** *J. exp. Psychol.*, 1955, 50, 352-354.—Showed that when N judges are asked to indicate their preferences for n items by both the method of paired comparisons and the method of rank order, a linear relationship holds between the total number of choices from the paired comparison method and the mean rank from the rank order method.—*J. Arbit.*

6570. Tate, R. F. (*U. Washington, Seattle.*) **Applications of correlation models for biserial data.** *J. Amer. statist. Ass.*, 1955, 50, 1078-1095.—As complete a picture as possible of the techniques and assumptions involved when correlations are estimated from biserial data is given. The exposition is non-technical in the sense that mathematical proofs are omitted and numerous examples are given.—*G. C. Carter.*

6571. Thompson, W. A., Jr. The ratio of variances in a variance components model. *Ann. math. Statist.*, 1955, 26, 325-329.—A class of invariant statistics is described for a test involving λ , the ratio of two variances in the "mixed" incomplete block model, and the joint distribution of these statistics is found. These statistics are then used to construct a test of the hypothesis $\lambda < \lambda_0$ versus $\lambda > \lambda_1$.—P. Ratoosh.

6572. Thompson, W. A., Jr. (Virginia Polytechnic Inst., Blacksburg.) The relative size of the inter- and intra-block error in an incomplete block design. *Biometrics*, 1955, 11, 406-426.—A method and a general set of operating rules are presented. An illustration of the use of rules given. The possibility of designing experiments with respect to blocks as well as with respect to treatments is discussed.—G. C. Carter.

6573. Trites, David K., & Sells, Saul B. (USAF Sch. Aviat. Med., Randolph AFB, Tex.) A note on alternative methods for estimating factor scores. *J. appl. Psychol.*, 1955, 39, 455-456.—Factor scores may be estimated by assigning each variable (in standard score form) a weight of unity with the sign of the loading, or a weight equal to the factor loadings of the variables. In an empirical comparison based on a factorization of a battery of 104 personality measures, for six factors the correlations between factor scores estimated from unit weights and from factor-loading weights were all .9 or higher. This result could be expected from consideration of the behavior of correlation between weighted composites. "It may be concluded, then, that in most instances there is little gained by the use of fractional weights."—P. Ash.

6574. Tucker, Ledyard R. (Princeton U., N. J.) Psychometric theory: general and specific. *Psychometrika*, 1955, 20, 267-271.—There are problems in the development of theories in psychology. The theory may be so general as to be vague and unworkable. There are also dangers in working with individual or specific theories. A recommended strategy is to work with smaller but not specific theories. These can be more easily established and several such theories might become compatible for amalgamation with more general theories.—M. O. Wilson.

6575. Weiss, Lionel. (U. Virginia, Charlottesville.) On confidence intervals of given length for the mean of a normal distribution with unknown variance. *Ann. math. Statist.*, 1955, 26, 348-352.—Consideration is given to two-sample plans of finding a confidence interval of preassigned length and of more than a given confidence coefficient for the unknown mean of a normal distribution with unknown variance. "Those schemes which make the size of the second sample a nondecreasing function of the sample variance of the first sample are shown to have certain desirable properties with respect to the distribution of the number of observations required to come to a decision."—P. Ratoosh.

6576. Wilk, M. B., & Kempthorne, O. (Iowa State Coll., Ames.) Fixed, mixed, and random models. *J. Amer. statist. Ass.*, 1955, 50, 1144-1167.—A generally applicable method for the derivation of a linear statistical model, based on the experimental situation and the design of the experiment, is exemplified. The central features of the method are the

notion of "experimental unit," the concept of "true response," and the use of randomization in the design. A model is derived for the case where two factors having A and B levels, respectively, are to be examined with respect to a population of P experimental units, where selection of levels of the factors to be tested, selection of experimental units to be used, and the allocation of selected treatment combinations to units are at random. 21 references.—G. C. Carter.

6577. Youden, W. J., & Hunter, J. S. (N. C. State Coll., Raleigh.) Partially replicated latin squares. *Biometrics*, 1955, 11, 399-405.—The experimenter is not always aware that additivity of rows, columns, and treatments is a basic assumption for the Latin square. The experimenter sees only that, by identifying rows, columns, and letters with experimental factors, a small subset of treatments is specified. Ultimately the experimenter may learn that there is no unambiguous interpretation of these so called Latin squares unless he has information about the experimental error. The slightly replicated Latin square directs attention to the need for this estimate of error. The degrees of freedom for error are few. On the other hand the duplicates have been chosen to facilitate the examination of the data.—G. C. Carter.

(See also abstracts 6685, 7031, 7046, 7229)

REFERENCE WORKS

6578. Boring, Edwin G. (Harvard U., Cambridge, Mass.) Contemporary psychology: a journal of reviews. Washington, D. C.: American Psychological Association, 1333 16th St., N.W. Vol. 1, No. 1, January 1956. Monthly. \$8.00 per year, U.S.A.; \$8.50, foreign.—The purpose of this journal is primarily to review psychological books. It will also contain reviews of films of interest to psychologists, an editorial column about contemporary books in psychology, and a letters to the editor department.

6579. Gladstone, Arthur. (Ed.) Bulletin of the Research Exchange on the Prevention of War. Swarthmore, Pa.: Research Exchange on the Prevention of War, c/o A. Gladstone, Department of Psychology, Swarthmore College, Vol. 1, No. 1, November 1952. Bi-monthly. \$1.00 minimum yearly subscription.—This bulletin is published to help further the purpose of the Research Exchange which is set up to provide means of communication among individuals of all social science disciplines who are interested in research that can make a contribution to the prevention of war.

6580. Louttit, C. M. Some problems of Psychological Abstracts. *Spec. Libr.*, 1955, 46, 456-460.—Describes factors influencing the content of *Psychological Abstracts*, the extent of coverage, and operating procedures and problems.—C. M. Louttit.

6581. Lucknow. University. Psychology Society. Treasurer. (Ed.) Mānāsī, Bulletin of Psychology. Lucknow, India: University Psychology Society, Vol. 1, No. 1, April 1954. Irregular. Rs ¾ or 50¢ or 2½ Sh.—This journal is intended to provide for publication in India of original articles which can be classified as "scientific" psychology by virtue of the methodology of the investigation reported therein, as well as formulative research on psychological theory. The editors hope the support of the

profession will enable the journal to be published quarterly.

6582. Perry, James W., Kent, Allen (*Western Reserve U., Cleveland, O.*), & Berry, Madeline M. **Machine literature searching.** New York: Interscience Publishers, Western Reserve University Press, 1956. xi, 162 p. \$4.00.—15 papers, the first 10 of which are reprinted from *American Documentation*, explore some of the problems of mechanized bibliographic organization such as machine design, indexing, terminology, code construction, semantic units, information retrieval systems' design, machine language, encoding abstracts, etc. Relevance to *Psychological Abstracts* is in discussion of coordination of new methods with old procedures to produce most effective services possible. 83-item annotated bibliography.—A. J. Sprow.

6583. Sloan, Ralph E. (Ed.) **The Merrill-Palmer Quarterly.** Detroit, Mich.: The Merrill-Palmer School, 71 East Ferry Ave., Vol. 1, No. 1, Fall 1954. Quarterly. \$1.50 per vol.; single copy 50¢.—"This journal is established to further the objectives of the Merrill-Palmer School by presenting material relative to the concerted efforts of numerous professional disciplines toward the advancement of knowledge in the many areas of family living."

6584. Société Belge de Psychologie. **Psychologica Belgica.** Vol. I, 1954. Louvain: Editions E. Nauwelaerts. 160 frs.—The official proceedings of the Society which J. Nuttin, Secretary, says will be published periodically. This first volume covers the years 1946-1953 of the Society's history (see 30: 6594).

6585. von Bracken, Helmut, & Witte, Wilhelm. (Eds.) **Psychologische Beiträge.** Meisenheim (Glan), Germany: Verlag Anton Hain KG, Vol. 1, No. 1, 1953. Quarterly. 9.80 DM.—"The new psychological journal wants to serve all unprejudiced efforts to gain new findings in the field of psychology. These efforts may be theoretical or practical, experimental or casuistic in nature, they may deal with general aspects or special problems. Besides articles the journal will contain reviews of entire areas of research and individual new publications."

ORGANIZATIONS

6586. American Board of Examiners in Professional Psychology, Inc. **The work of the American Board of Examiners in Professional Psychology.** *Amer. Psychologist*, 1955, 10, 773-777.—ABEPP presents "... a cumulative record of its work to July 15, 1955, in the certification of advanced specialists in fields of professional psychology." Candidacies received, written and oral examinations, policies and procedures concerning candidacy, candidacy fees, directory of diplomates, and personnel changes are discussed.—S. J. Lachman.

6587. American Psychological Association. (Anastasi, Anne, Secy.) **Proceedings of the sixty-third annual business meeting of the American Psychological Association, Inc., San Francisco, California.** *Amer. Psychologist*, 1955, 10, 695-726.

6588. American Psychological Association. **Office of the Executive Secretary.** APA officers, division officers, editors, committees, representatives and related organizations: 1955-1956. *Amer.*

Psychologist, 1955, 10, 682-694.—Contemporary officers of the APA and its divisions, editors of APA publications, members of APA standing and special committees, APA representatives to other organizations, officers of affiliated and officers of related organizations are listed. In many instances their particular offices and dates of tenure of office are also indicated.—S. J. Lachman.

6589. American Psychological Association. **Committee on Relations between Psychology and Education.** **Report of the ...** *Amer. Psychologist*, 1955, 10, 767-769.

6590. American Psychological Association. **Executive Secretary.** (Sanford, Fillmore H.) **Annual report of the ... 1955.** *Amer. Psychologist*, 1955, 10, 778-792.

6591. American Psychological Association. **Health and Accident Insurance Committee.** (Shimberg, Benjamin. Chm.) **Health and accident insurance for psychologists.** *Amer. Psychologist*, 1955, 10, 770-772.

6592. American Psychological Association. **Scientific Development Board.** **Report of the ...** *Amer. Psychologist*, 1955, 10, 757-766.

6593. American Psychological Association and Conference of State Psychological Associations. **Committees on Legislation.** **Joint report of ...** *Amer. Psychologist*, 1955, 10, 727-756.

6594. Société Belge de Psychologie. **Annales de la ...** Vol. I, 1946-1953. *Psychol. belg.*, 1954, 1, 1-224.—The first volume of this journal includes material concerned with the Society since its founding in 1946 to 1953. Part I presents proceedings of meetings including abstracts of papers (elsewhere entered in this issue). Part II is a bio-bibliography of members. Part III includes a list of members as of 1953, statutes of the society, a French translation of the biography of A. Michotte from the 4th volume of *History of Psychology in Autobiography*, and notes on meetings and activities.—C. M. Louttit.

(See also abstract 6584)

HISTORY & BIOGRAPHY

6595. ———. **Snapshots from the APA convention.** *Amer. Psychologist*, 1955, 10, 824-825.—Photographs are printed of Lee J. Cronbach (APA President-Elect for 1956), J. Robert Oppenheimer (Guest Speaker at Convention), Theodore M. Newcomb and E. Lowell Kelly (APA President and Past President for 1956), Carl R. Rogers, Edward C. Tolman, and some participants in the colloquium honoring E. K. Strong.—S. J. Lachman.

6596. Arlow, Jacob A. **The legacy of Sigmund Freud.** New York: International Universities Press, 1956. 96 p. \$2.00.—A centennial appreciation of the principal contributions of Freud, with comments on the impact of his discoveries in science and literature at the times of publication and of their implications today. Portrait of Freud in 1939.—W. L. Wilkins.

6597. Bartlett, F. C. (*U. Cambridge, Eng.*) **Fifty years of psychology.** *Occup. Psychol.*, 1955, 29, 203-216.—The history of psychology for the last fifty years is reviewed briefly as a means of explaining the development of psychology today. It is concluded that today's experimental and observational

6571. Thompson, W. A., Jr. The ratio of variances in a variance components model. *Ann. math. Statist.*, 1955, 26, 325-329.—A class of invariant statistics is described for a test involving λ , the ratio of two variances in the "mixed" incomplete block model, and the joint distribution of these statistics is found. These statistics are then used to construct a test of the hypothesis $\lambda < \lambda_0$ versus $\lambda > \lambda_1$.—P. Ratoosh.
6572. Thompson, W. A., Jr. (Virginia Polytechnic Inst., Blacksburg.) The relative size of the inter- and intra-block error in an incomplete block design. *Biometrics*, 1955, 11, 406-426.—A method and a general set of operating rules are presented. An illustration of the use of rules given. The possibility of designing experiments with respect to blocks as well as with respect to treatments is discussed.—G. C. Carter.
6573. Trites, David K., & Sells, Saul B. (USAF Sch. Aviat. Med., Randolph AFB, Tex.) A note on alternative methods for estimating factor scores. *J. appl. Psychol.*, 1955, 39, 455-456.—Factor scores may be estimated by assigning each variable (in standard score form) a weight of unity with the sign of the loading, or a weight equal to the factor loadings of the variables. In an empirical comparison based on a factorization of a battery of 104 personality measures, for six factors the correlations between factor scores estimated from unit weights and from factor-loading weights were all .9 or higher. This result could be expected from consideration of the behavior of correlation between weighted composites. "It may be concluded, then, that in most instances there is little gained by the use of fractional weights."—P. Ash.
6574. Tucker, Ledyard R. (Princeton U., N. J.) Psychometric theory: general and specific. *Psychometrika*, 1955, 20, 267-271.—There are problems in the development of theories in psychology. The theory may be so general as to be vague and unworkable. There are also dangers in working with individual or specific theories. A recommended strategy is to work with smaller but not specific theories. These can be more easily established and several such theories might become compatible for amalgamation with more general theories.—M. O. Wilson.
6575. Weiss, Lionel. (U. Virginia, Charlottesville.) On confidence intervals of given length for the mean of a normal distribution with unknown variance. *Ann. math. Statist.*, 1955, 26, 348-352.—Consideration is given to two-sample plans of finding a confidence interval of preassigned length and of more than a given confidence coefficient for the unknown mean of a normal distribution with unknown variance. "Those schemes which make the size of the second sample a nondecreasing function of the sample variance of the first sample are shown to have certain desirable properties with respect to the distribution of the number of observations required to come to a decision."—P. Ratoosh.
6576. Wilk, M. B., & Kempthorne, O. (Iowa State Coll., Ames.) Fixed, mixed, and random models. *J. Amer. statist. Ass.*, 1955, 50, 1144-1167.—A generally applicable method for the derivation of a linear statistical model, based on the experimental situation and the design of the experiment, is exemplified. The central features of the method are the notion of "experimental unit," the concept of "true response," and the use of randomization in the design. A model is derived for the case where two factors having A and B levels, respectively, are to be examined with respect to a population of P experimental units, where selection of levels of the factors to be tested, selection of experimental units to be used, and the allocation of selected treatment combinations to units are at random. 21 references.—G. C. Carter.
6577. Youden, W. J., & Hunter, J. S. (N. C. State Coll., Raleigh.) Partially replicated latin squares. *Biometrics*, 1955, 11, 399-405.—The experimenter is not always aware that additivity of rows, columns, and treatments is a basic assumption for the Latin square. The experimenter sees only that, by identifying rows, columns, and letters with experimental factors, a small subset of treatments is specified. Ultimately the experimenter may learn that there is no unambiguous interpretation of these so called Latin squares unless he has information about the experimental error. The slightly replicated Latin square directs attention to the need for this estimate of error. The degrees of freedom for error are few. On the other hand the duplicates have been chosen to facilitate the examination of the data.—G. C. Carter.

(See also abstracts 6685, 7031, 7046, 7229)

REFERENCE WORKS

6578. Boring, Edwin G. (Harvard U., Cambridge, Mass.) Contemporary psychology: a journal of reviews. Washington, D. C.: American Psychological Association, 1333 16th St., N.W. Vol. 1, No. 1, January 1956. Monthly. \$8.00 per year, U.S.A.; \$8.50, foreign.—The purpose of this journal is primarily to review psychological books. It will also contain reviews of films of interest to psychologists, an editorial column about contemporary books in psychology, and a letters to the editor department.
6579. Gladstone, Arthur. (Ed.) Bulletin of the Research Exchange on the Prevention of War. Swarthmore, Pa.: Research Exchange on the Prevention of War, c/o A. Gladstone, Department of Psychology, Swarthmore College, Vol. 1, No. 1, November 1952. Bi-monthly. \$1.00 minimum yearly subscription.—This bulletin is published to help further the purpose of the Research Exchange which is set up to provide means of communication among individuals of all social science disciplines who are interested in research that can make a contribution to the prevention of war.
6580. Louttit, C. M. Some problems of Psychological Abstracts. *Spec. Libr.*, 1955, 46, 456-460.—Describes factors influencing the content of *Psychological Abstracts*, the extent of coverage, and operating procedures and problems.—C. M. Louttit.
6581. Lucknow. University. Psychology Society. Treasurer. (Ed.) Mānāsī, Bulletin of Psychology. Lucknow, India: University Psychology Society, Vol. 1, No. 1, April 1954. Irregular. Rs ¼ or 50¢ or 2½ Sh.—This journal is intended to provide for publication in India of original articles which can be classified as "scientific" psychology by virtue of the methodology of the investigation reported therein, as well as formulative research on psychological theory. The editors hope the support of the

profession will enable the journal to be published quarterly.

6582. Perry, James W., Kent, Allen (*Western Reserve U., Cleveland, O.*), & Berry, Madeline M. *Machine literature searching*. New York: Interscience Publishers, Western Reserve University Press, 1956. xi, 162 p. \$4.00.—15 papers, the first 10 of which are reprinted from *American Documentation*, explore some of the problems of mechanized bibliographic organization such as machine design, indexing, terminology, code construction, semantic units, information retrieval systems' design, machine language, encoding abstracts, etc. Relevance to *Psychological Abstracts* is in discussion of coordination of new methods with old procedures to produce most effective services possible. 83-item annotated bibliography.—A. J. Sprow.

6583. Sloan, Ralph E. (Ed.) *The Merrill-Palmer Quarterly*. Detroit, Mich.: The Merrill-Palmer School, 71 East Ferry Ave., Vol. 1, No. 1, Fall 1954. Quarterly. \$1.50 per vol.; single copy 50¢.—"This journal is established to further the objectives of the Merrill-Palmer School by presenting material relative to the concerted efforts of numerous professional disciplines toward the advancement of knowledge in the many areas of family living."

6584. Société Belge de Psychologie. *Psychologica Belgica*. Vol. I, 1954. Louvain: Éditions E. Nauwelaerts. 160 frs.—The official proceedings of the Society which J. Nuttin, Secretary, says will be published periodically. This first volume covers the years 1946-1953 of the Society's history (see 30: 6594).

6585. von Bracken, Helmut, & Witte, Wilhelm. (Eds.) *Psychologische Beiträge*. Meisenheim (Glan), Germany: Verlag Anton Hain KG, Vol. 1, No. 1, 1953. Quarterly. 9.80 DM.—"The new psychological journal wants to serve all unprejudiced efforts to gain new findings in the field of psychology. These efforts may be theoretical or practical, experimental or casuistic in nature, they may deal with general aspects or special problems. Besides articles the journal will contain reviews of entire areas of research and individual new publications."

ORGANIZATIONS

6586. American Board of Examiners in Professional Psychology, Inc. *The work of the American Board of Examiners in Professional Psychology*. *Amer. Psychologist*, 1955, 10, 773-777.—ABEPP presents "... a cumulative record of its work to July 15, 1955, in the certification of advanced specialists in fields of professional psychology." Candidacies received, written and oral examinations, policies and procedures concerning candidacy, candidacy fees, directory of diplomates, and personnel changes are discussed.—S. J. Lachman.

6587. American Psychological Association. (Anastasi, Anne, Secy.) *Proceedings of the sixty-third annual business meeting of the American Psychological Association, Inc., San Francisco, California*. *Amer. Psychologist*, 1955, 10, 695-726.

6588. American Psychological Association. *Office of the Executive Secretary*. APA officers, division officers, editors, committees, representatives and related organizations: 1955-1956. *Amer.*

Psychologist, 1955, 10, 682-694.—Contemporary officers of the APA and its divisions, editors of APA publications, members of APA standing and special committees, APA representatives to other organizations, officers of affiliated and officers of related organizations are listed. In many instances their particular offices and dates of tenure of office are also indicated.—S. J. Lachman.

6589. American Psychological Association. *Committee on Relations between Psychology and Education*. *Report of the ... Amer. Psychologist*, 1955, 10, 767-769.

6590. American Psychological Association. *Executive Secretary*. (Sanford, Fillmore H.) *Annual report of the ... 1955*. *Amer. Psychologist*, 1955, 10, 778-792.

6591. American Psychological Association. *Health and Accident Insurance Committee*. (Shimberg, Benjamin. Chm.) *Health and accident insurance for psychologists*. *Amer. Psychologist*, 1955, 10, 770-772.

6592. American Psychological Association. *Scientific Development Board*. *Report of the ... Amer. Psychologist*, 1955, 10, 757-766.

6593. American Psychological Association and *Conference of State Psychological Associations*. *Committees on Legislation*. *Joint report of ... Amer. Psychologist*, 1955, 10, 727-756.

6594. Société Belge de Psychologie. *Annales de la ... Vol. I, 1946-1953*. *Psychol. belg.*, 1954, 1, 1-224.—The first volume of this journal includes material concerned with the Society since its founding in 1946 to 1953. Part I presents proceedings of meetings including abstracts of papers (elsewhere entered in this issue). Part II is a bio-bibliography of members. Part III includes a list of members as of 1953, statutes of the society, a French translation of the biography of A. Michotte from the 4th volume of *History of Psychology in Autobiography*, and notes on meetings and activities.—C. M. Louttit.

(See also abstract 6584)

HISTORY & BIOGRAPHY

6595. ———. *Snapshots from the APA convention*. *Amer. Psychologist*, 1955, 10, 824-825.—Photographs are printed of Lee J. Cronbach (APA President-Elect for 1956), J. Robert Oppenheimer (Guest Speaker at Convention), Theodore M. Newcomb and E. Lowell Kelly (APA President and Past President for 1956), Carl R. Rogers, Edward C. Tolman, and some participants in the colloquium honoring E. K. Strong.—S. J. Lachman.

6596. Arlow, Jacob A. *The legacy of Sigmund Freud*. New York: International Universities Press, 1956. 96 p. \$2.00.—A centennial appreciation of the principal contributions of Freud, with comments on the impact of his discoveries in science and literature at the times of publication and of their implications today. Portrait of Freud in 1939.—W. L. Wilkins.

6597. Bartlett, F. C. (*U. Cambridge, Eng.*) *Fifty years of psychology*. *Occup. Psychol.*, 1955, 29, 203-216.—The history of psychology for the last fifty years is reviewed briefly as a means of explaining the development of psychology today. It is concluded that today's experimental and observational

situations are more realistic than ever before, due largely to the impact of rapid technological progress. It is also felt that genuinely social determinants of behavior are better recognized though there are no widely accepted methods for their study. However, the primary problem today is that of reconciling demands for accuracy in behavior with demands for fluent adaptability.—G. S. Speer.

6598. Engen, Trygg, & Levy, Nissin. (Brown U., Providence, R. I.) **Selected readings in the history of mental measurement.** Providence, R. I.: University Store, Brown University, 1955. v. p. \$2.50.—Photo offset reprints of 10 papers by F. Galton, F. N. Maxfield, D. M. McGregor, G. S. Brett, G. Murphy, G. T. Fechner, H. M. Johnson, E. G. Boring, and F. M. Urban. All deal with problems of psychophysical measurement and the problem of measurement in psychology.—C. M. Louttit.

6599. Gervais, Terence White. **Freud and the culture-psychologists.** *Brit. J. Psychol.*, 1955, 46, 293-305.—"Freud is partially guilty of the twin sins of omission charged against him: his own cultural limitations, and his ignoring of cultural-social factors, while in some respects he shows these factors in a subtler and deeper light. Moreover, these charges have been exaggerated to a point which has led us to expose comparable faults in his opponents, who, on the whole, betray grosser defects in these matters than Freud himself. . . ." 20 references.—L. E. Thune.

6600. Guilford, J. P. (U. Southern California, Los Angeles.) **Louis Leon Thurstone.** *Psychometrika*, 1955, 20, 263-265.—Obituary. Portrait, frontispiece.

6601. Higham, T. M. (Routledge & Co., Ltd., York, Eng.) **Thirty years of psychology in an industrial firm.** *Occup. Psychol.*, 1955, 29, 232-239.—Psychology in an industrial firm deals with a great variety of problems today, but it has had to grow from humble beginnings, antagonism, and suspicion.—G. S. Speer.

6602. Hoffer, W. To Sylvia May Payne on the occasion of her seventy-fifth birthday. *Int. J. Psycho-Anal.*, 1955, 36, 369.—Appreciation. Portrait, frontispiece.

6603. Horst, Paul. (U. Washington, Seattle.) **L. L. Thurstone and the science of human behavior.** *Science*, 1955, 122, 1259-1260.—Obituary.

6604. Jones, Ernest. **Sigmund Freud; four centenary addresses.** New York: Basic Books, 1956. 150 p. \$3.75.—The addresses in this volume include: The nature of genius, Our attitude towards greatness, Psychiatry before and after Freud, and Sigmund Freud: the man and his achievements. An appendix contains an eulogy reprinted in part from the *International Journal of Psycho-analysis*, 1940, vol. 21.—A. J. Sprow.

6605. Lewis, Bertram D. **Edward Hitschman—an appreciation.** *J. Amer. psychoanal. Ass.*, 1955, 3, 711-714.—Appreciation and portrait.

6606. Monachesi, Elio. (U. Minnesota, Minneapolis.) **Pioneers in criminology. IX. Cesare Beccaria (1738-1794).** *J. crim. Law Criminol.*, 1955, 46, 439-449.—Biographical facts and an analysis of Beccaria's social and penal philosophy are given.—L. A. Pennington.

6607. Reik, Theodor. **The search within; the inner experiences of a psychoanalyst.** New York: Farrar, Strauss and Cudahy, 1956. xi, 659 p. \$7.50.—This, the first of a series of volumes of selections from Theodor Reik's works, is a synthesis of his frank reminiscences of his personal life, his training, practice and the development of his philosophy. There are excerpts "From thirty years with Freud," "Fragments of a great confession," "Listening with the third ear," "The secret self," and "The haunting melody." The volume also includes some previously unpublished material, "Adventures in Psychoanalytic Discovery," and translated versions of all the letters Reik received from Freud.—H. P. David.

6608. Schoenwald, Richard L. **Freud; the man and his mind, 1856-1956.** New York: Knopf, 1956. 250, v p. \$4.00.—The author, a historian, traces chronologically the life of Freud, interweaving the narrative with analyses of Freud's major works, in an attempt to show the origin and development of the principles of psychoanalysis. The epilogue and final chapter suggest how the reader himself may evaluate Freud's life and impact upon the human mind.—H. D. Arbitman.

6609. Stephenson, W. **Sir Godfrey Thomson, 1881-1955.** *Brit. J. Psychol.*, 1955, 46, 245-247.—Obituary. Portrait, frontispiece.

6610. Van der Horst, L. **Prof. Dr. G. Revesz.** *Ned. Tijdschr. Psychol.*, 1955, 10, 333-334.—Obituary.

6611. Wald, George. **Remarks on acceptance of the Proctor Medal Award.** *Amer. J. Ophthalmol.*, 1955, 40 (5, pt. 2), 4-7.—With biographical notes, bibliography, and portrait, p. 3.

6612. Wills, D. M. **Mrs. Elizabeth Norman, M.A., 1900-1955.** *Bull. Brit. psychol. Soc.*, 1956, 28, 1-2.—Obituary.

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

6613. Benedek, Therese. **A contribution to the problem of termination of training analysis.** *J. Amer. psychoanal. Ass.*, 1955, 3, 615-629.—Realities involved in the training process prolong the training analysis. Skillful handling of the realities would render the course of the training analysis more effective and less painful. The goal of the training analysis is to prepare the personality of the future psychoanalyst for his professional task. There are advantages to conducting a training analysis in two phases.—D. Prager.

6614. Ekstein, Rudolf. **Termination of the training analysis within the frame-work of present-day Institutes.** *J. Amer. psychoanal. Ass.*, 1955, 3, 600-614.—"The training analysis has not only the negative goal of liberating the candidate from neurotic problems, but the positive one of helping him to achieve a new and creative use of himself as he functions as analyst and learns to use himself in a disciplined, skillful, artistic, and emphatic fashion which requires of him constant reanalysis—truly an attitude which considers analytic work in himself as analysis interminable. . . . Training analysis can be terminated properly if the training analyst can utilize the Institute and can provide the candidate with an ending situation which permits the candidate to continue his training with the other colleagues, who will

have certain parent-like authoritative functions until training is entirely completed." 36 references.—D. Prager.

6615. Ey, John A., Jr. (Office of the Surgeon General, Department of the Army, Washington, D. C.) **Techniques and psychology of instructing.** *Amer. J. occup. Ther.*, 1955, 9, 248-250.—Methods of teaching are briefly reviewed with emphasis especially concentrated upon the ways in which instructional material can be made optimally effective.—M. A. Seidenfeld.

6616. Franks, C. M. (Maudsley Hosp., London, Eng.) **A conditioning laboratory for the investigation of personality and cortical functioning.** *Nature, Lond.*, 1955, 175, 984-985.—A brief description is given of the laboratory and the types of conditioning studies that are being carried out in it. The laboratory is now equipped for eye-blink, psychogalvanic reflex, and cardiac conditioning of human subjects. Pavlov's classification of excitatory and inhibitory types is being related to psychiatric classification, and the effects of various brain operations and drugs on conditioning are being studied.—R. E. Edwards.

6617. Hackman, R. C., & Ross, Sherman. (U. Maryland, College Park.) **Hypothesis-testing and hypothesis-producing research.** *Amer. Psychologist*, 1955, 10, 828.—The "primary function served by thesis research is training." Two kinds of research design can be discerned which might be termed: (a) hypothesis testing and (b) hypothesis producing. "The first type is characterized by the testing of tightly formulated hypotheses, the acceptance or rejection of which has meaning in the content of psychology." "The second, and a more advanced stage, is the kind of research study which we think is more suitable for the Ph.D. degree: the hypothesis-producing study." "We believe that there is merit to the idea that graduate students in psychology be given an opportunity to carry out both types of research."—S. J. Lachman.

6618. Hendrick, Ives. **Professional standards of the American Psychoanalytic Association.** *J. Amer. psychoanal. Ass.*, 1955, 3, 561-599.—Early history of professional standards of the association, basic principles and policies in regard to training, functions of the Board on Professional Standards and its Committees, the problem of lay analysis, the growth in numbers, solidarity, and recognition of the association, a table of approved Institutes and Training Centers, and a table of Committees of the Board on Professional Standards. 37 references.—D. Prager.

6619. Holt, Robert R., & Luborsky, Lester. **The selection of candidates for psychoanalytic training.** *J. Amer. psychoanal. Ass.*, 1955, 3, 666-681.—Each Institute should carry on continuous research into selection and training of candidates. Collect definite ratings from interviewers. Set up a system for collecting criterion data. Check criterion data back against original predictive data. Compare notes with other Institutes.—D. Prager.

6620. Kirk, Barbara A. (U. California, Berkeley.) **Techniques of in-service counselor training.** *Personn. Guid. J.*, 1955, 34, 204-207.—A program of counselor training emphasizing the case method of

learning is described. Individual conferences, group meetings, and demonstration case work-ups were the basic techniques used.—G. S. Speer.

6621. Rice, Otis R. **Opportunities for study, training, and experience in pastoral psychology.** *Pastoral Psychol.*, 1956, 6(60), 23-49.—Five lists are offered: (1) institutes, seminars, conferences, and lecture series; (2) seminars with courses in pastoral training; (3) opportunities for practicum experience; (4) graduate programs leading to advanced degrees; (5) programs of clinical pastoral training. Protestant, Roman Catholic, and Jewish auspices are listed separately.—A. Eglash.

6622. Shockley, William. (Bell Telephone Lab., Murray Hill, N. J.) **Individual variations of productivity in research laboratories.** *Science*, 1955, 122, 879.—Abstract.

6623. Weigert, Edith. **Special problems in connection with termination of training analyses.** *J. Amer. psychoanal. Ass.*, 1955, 3, 630-640.—Educational analysis is interminable. Errors about termination are mostly due to an acting out of transference but sometimes to an acted out countertransference. Dissolution of the countertransference potential is a supplementary indication for the termination of analysis. The end of a training analysis is characterized by mourning symptoms. Idealization of the training analyst is a most serious handicap for the termination of a training analysis. We should accept the spirit of research in a training analysis.—D. Prager.

6624. Wertheimer, Michael. (Wesleyan U., Middletown, Conn.) **Techniques in teaching abnormal psychology.** *Amer. Psychologist*, 1955, 10, 826.—A technique for making material in abnormal psychology more meaningful has been used successfully at Wesleyan. "Students were asked to keep a crudely quantitative record of their mood for several weeks to demonstrate mood fluctuations, and to write short papers on topics such as 'examples of three defense mechanisms in my own behavior,' 'a compulsion from my own experience,' 'an hallucination I have experienced.'" This technique demonstrates the continuity between the "normal" and the "abnormal"; "... it serves to reduce the anxiety raised by finding 'abnormal symptoms' in one's own behavior. . . ."—S. J. Lachman.

6625. Windholz, Emanuel. **Problems of the termination of the training analysis.** *J. Amer. psychoanal. Ass.*, 1955, 3, 641-650.—The aim of the didactic analysis is to prepare the candidate for self-analysis. The candidate identifies with the analyst's neutral attitude which furthers the development of the ego's capacity to tolerate derivatives of unconscious impulses under the benevolent yet continuous scrutiny of an analytic superego which demands their evaluation in terms of the real productions of the patient. 25 references.—D. Prager.

6626. Young, Marguerite L., & Wilson, John T. **Government support of extramural psychological research: fiscal year 1955.** *Amer. Psychologist*, 1955, 10, 819-823.—"This is the third in a series of annual reports on the Federal Government's support of research in psychology and closely related areas by means of contracts and grants with colleges, universities, and other nongovernment agencies." It endeavors "... to provide systematic information on

the amount and sources of funds which are available from the Federal Government for the support of psychological research." Four tables summarizing expenditures are presented.—S. J. Lachman.

(See also abstracts 6586, 7240, 7278)

FILMS

(See abstract 6578)

PHYSIOLOGICAL PSYCHOLOGY

6627. Abramson, Harold A., & Jarvik, Murray E. (Biol. Lab., Cold Spring Harbor, N. Y.) Lysergic acid diethylamide (LSD-25): IX. Effect on snails. *J. Psychol.*, 1955, 40, 337-340.—"Certain species of snails are at least as sensitive to lysergic acid diethylamide (LSD-25) as are the Siamese fighting fish (*Betta splendens*). *Ambalaria cuprina* (Mystery Snail) responds to LSD-25 with a typical, persistent, disorganized movement of the gastropod. This movement persists many hours and markedly alters the behavior of the snail. D-l-bromlysergic acid diethylamide (BOL-148) does not show the same effect. The snail may be used to assay LSD-25 under certain conditions."—R. W. Husband.

6628. Abramson, H. A., Jarvik, M. E., Levine, A., Kaufman, M. R., & Hirsch, M. W. (Mt. Sinai Hosp., New York.) Lysergic acid diethylamide (LSD-25): XV. The effects produced by substitution of a tap water placebo. *J. Psychol.*, 1955, 40, 367-383.—In this further study in a long series on LSD-25, 33 non-psychotic S's were given a placebo of tap-water. They reacted with varying degrees of severity to this control dose, some giving no positive responses, some as high as 15 out of 47. Symptoms reported occurred in at least 25% of S's, and went to as high as 60%. Positives had a peak half an hour after ingestion, and the whole effect tapered off for several hours.—R. W. Husband.

6629. Anthony, Adam, & Ackerman, Eugene. (Pennsylvania State U., University Park.) Effects of noise on the blood eosinophil levels and adrenals of mice. *J. acoust. Soc. Amer.*, 1955, 27, 1144-1149.—Mice were exposed to overall noise levels of 110 db for various exposure durations. Physiological indices associated with adreno-cortical activation were examined. The observed changes were of short duration and no evidence of systematic pathology was detectable.—I. Pollack.

6630. Breslin, Frederick D. (New York U.) The effect of oxygen lack upon physical and neurological development in the chick. *Amer. J. ment. Defic.*, 1956, 60, 595-602.—"The purpose of the present study was to investigate the post-hatching effects produced in a group of chicks by a reduction in the available oxygen at varying stages in the developmental period. Oxygen lack was selected as an area for investigation because of the basic importance of oxygen to all life. Beneficial as well as detrimental results were noted as coming from the hypoxic situation. In the past, research has concentrated on the ill effects of hypoxia possibly suggesting the need for a re-examination of the role of oxygen in fetal development. 20 references.—V. M. Soudt.

6631. Dessaux, G. (Faculté des Sciences de Lyon, France.) Mesure de la fréquence cardiaque chez

le rat. Étude critique des déterminations expérimentales. (Measurement of cardiac frequency in the rat. A critical study of experimental determinations.) *J. Physiol. Path. gén.*, 1955, 47, 731-736.—A method, essentially the McCleary technique (see 28: 8843) is described in some detail for measurement of heart rate in the rat. The animal is confined to a small plastic box, his feet contacting metal plates which are connected to an electrocardiograph amplifier. The initial pulse rate of 500 per minute gradually declines over a period of hours to a "basal" rate of 375 per minute.—C. J. Smith.

6632. Dessaux, G. (Faculté des Sciences de Lyon, France.) Sur le rythme cardiaque normal du rat. (The normal cardiac rhythm of the rat.) *J. Physiol. Path. gén.*, 1955, 47, 659-662.—The heart rate of the rat is measured by a new method obviating the necessity of implanting electrodes or otherwise harnessing the subject. The resting rate is found to be about 400 per minute; individual variations from this average are considerable. Small changes in the environment bring about an immediate increase in resting rate.—C. J. Smith.

6633. Dickes, Robert; Flamm, Gerald H., Coltrera, Joseph, & Tobin, Michael. The effect of mephenesin on muscle tension; an experimental study. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 590-597.—Electromyographic recording of muscle tension from the forearms of 15 drug-treated psychiatrically evaluated anxious patients and 15 matched controls given a placebo indicated significantly reduced muscle tension to the tachistoscopically presented, emotionally charged and neutral stimulus words (after Bruner and Postman). This and other findings are discussed in relation to drug therapy and to problems of methodology in evaluating the usefulness of relaxant compounds. 25 references.—L. A. Pennington.

6634. Dorpat, Theodore L., & Holmes, Thomas H. (U. Washington, Seattle.) Mechanisms of skeletal muscle pain and fatigue. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 628-640.—Study of skeletal muscle contractions (hand, arm) in 10 young adults who reported their experiences, indicated that "pain and tenderness occurred predictably during sustained intermittent muscle contractions. The threshold and the intensity of the pain were directly related to the strength of the contraction." These and other findings led to the postulation that "during the period of relative ischemia which accompanies skeletal muscle contraction, there are produced noxious metabolites capable of engendering pain. . . . The available evidence indicates that muscle potassium is the pain factor, or one of its important components." 47 references.—L. A. Pennington.

6635. Ducros, E. (Armée de l'Air Française, 2 Boulevard Victor, Paris 15, France.) Statistiques de biometrie medicale elementaire relatives au personnel navigant de l'Armée de l'Air Française. (Elementary medical biometric statistics relating to flying personnel of the French Air Force.) In *NATO . . . Anthropometry and human engineering*, (see 30: 6639), 18-30.—Distributions of the following measurements on 1000 pilots 18 to 24 years of age are given: height, weight, chest circumference, leg length, head circumference, forearm length, nose-

chin length, and the Pignet-Mayet index of robustness.—C. M. Louttit.

6636. Frank, Fritz. (*Institut für Grünlandfragen, Oldenburg, Germany.*) *Beitrag zur Biologie, insbesondere Jugendentwicklung der Schneemaus (Chionomys nivalis, Mart.)*. (An investigation of the biology, especially early development, of the snow mouse, *Chionomys nivalis*, Mart.) *Z. Tierpsychol.*, 1954, 11, 1-9.—Captive snow mice show extensive secondary adaptations to their alpine habitat. Development of the young is much slower than in related species. Responses to man are marked by tameness, thought to be due to a sparsity of natural enemies. The development of locomotion, grooming, and feeding are described in detail.—C. J. Smith.

6637. Mizushima, Keiichi. (*Yokohama Juvenile Classification Office, Japan.*) *Shippaiji ni okeru hifu denki dendōdo to kokyū*. (Changes in galvanic skin conductance and respiration resulting from failure experience.) *Jap. J. Psychol.*, 1954, 25, 165-173.—The effect of successive failures on galvanic skin conductance was studied with 49 delinquent children. In general, failure tends to decrease conductance during both work and rest, and to slow and deepen breathing with a smaller I-fraction. No correlation was found between IQ or degree of delinquency and the effects of failure. It is suggested that such decrease in physiological activity may be the result of depression and disappointment rather than conflict, which would increase such activity. In Japanese with English summary, p. 220.—A. M. Niyekawa.

6638. Morant, G. M. (*RAF Institute of Aviation Medicine, Farnborough, Hants, Eng.*) *Body measurements in relation to work spaces in aircraft. In NATO . . . , Anthropometry and human engineering*, (see 30: 6639), 3-17.—Research of the RAF on problems of dimensions of aircraft crew position in relation to body measurements is summarized. Significant variables for pilot selection are height and thigh length. 9 references.—C. M. Louttit.

6639. North Atlantic Treaty Organization. *Advisory Group for Aeronautical Research and Development. Anthropometry and human engineering; a symposium. . . .* London: Butterworths Scientific Publications, 1955. 123 p. 21 s. (New York: Interscience Publishers. \$3.00.) (AGARDograph No. 5.)—10 papers, abstracted separately, presented at a symposium on anthropometry, human engineering and related subjects, held in May 1954 by the AGARD Aeromedical Panel are included.—C. M. Louttit.

6640. Novak, Stanley; Hayes, Roslyn; Goodman, Joan, & Welch, Livingston. (*New York Hosp.*) *The effect of an avoidance situation on the psychogalvanic response*. *J. Psychol.*, 1955, 40, 307-311.—The hypothesis was tested to see if lower palmar skin resistance levels and greater magnitude in PGR may be elicited by threat of an avoidable aversive stimulus than with threat of an unavoidable one. 27 S's in two groups were tested in a mock reaction time situation, the avoidance group being told that faster reaction time in pressing a lever would spare them from hearing a threatened claxton horn, the other group told simply that it would be sounded. There was an increase in PGR to the avoidable threat instructions, significant at the .01 level.—R. W. Husband.

6641. Scheinfeld, Amram. *The human heredity handbook*. Philadelphia: Lippincott, 1956. 276 p. \$3.95.—This is a detailed compendium of facts about human inheritance and is meant to serve as a general guide for laymen and counselors to provide direct answers to specific questions about the heritability of various traits, abnormalities and diseases in the mental and physical field. It can be used as a supplement and quick reference to the author's "The New You and Heredity." It carries 28 illustrations by the author (mostly schematic), a glossary of terms, suggestions for further reading, and a listing of human heredity clinics with addresses. Guidance is also given as to infertility clinics, and where to study human or medical genetics.—G. C. Schwesinger.

6642. Scientific American Editors. *The physics and chemistry of life*. New York: Simon and Schuster, 1955. xi, 270 p. \$1.00.—A collection of 18 articles reprinted from the *Scientific American* dealing with a variety of biochemical problems of living matter. One group of 3 articles deals with muscle and nerve action.—C. M. Louttit.

6643. von Bertalanffy, Ludwig. *A biologist looks at human nature*. *Sci. Mon., N. Y.*, 1956, 82, 33-41.—Biologism, "the thesis that human behavior should be reduced to biological terms and laws," is rejected. However, biology cannot be neglected as the groundwork of the study of behavior. Within this view the author discusses the broad aspects "of the evolutionary, developmental, neurological, and symbolic foundations of human behavior."—C. M. Louttit.

(See also abstracts 6779, 6816, 6830, 6998, 7271, 7373, 7548, 7571)

NERVOUS SYSTEM

6644. Aird, Robert B. *Barriers in the brain*. *Sci. Amer.*, 1956, 194(2), 101-106.—Description of the probable mechanism of the dye "brilliant vital red" on cerebral blood vessel walls which affects the permeability of the vessel walls and thus possibly blocks convulsive drugs from reaching the nervous system.—C. M. Louttit.

6645. Anand, B. K., & Dua, S. (*Lady Hardinge Med. Coll., New Delhi, India.*) *Stimulation of limbic system of brain in waking animals*. *Science*, 1955, 122, 1139.—Studies ". . . on 29 cats and 13 monkeys (Macacus) in which multilead electrodes were implanted in both cerebral hemispheres in different parts of the limbic system . . ." are summarized. "Affective behavior of the animals showed marked and varied changes on stimulation of different regions." Certain somatic movements and autonomic activities are specified.—S. J. Lachman.

6646. Andrew, John G. (*Herman Hosp., Houston, Tex.*), & Sensenbach, Willis. *The effect of benzedrine sulphate upon cerebral blood flow and metabolism in man*. *J. nerv. ment. Dis.*, 1955, 122, 61-64.—Cerebral circulatory and metabolic functions were studied before and after the oral administration of Benzedrine sulfate in 13 male subjects. No effect of cerebral circulation, vascular resistance, oxygen or glucose utilization was found. The psychologic changes are therefore, not related to these cerebral conditions.—N. H. Pronko.

6647. Becker, R. A., & Aird, R. B. (U. California, San Francisco.) Mechanisms influencing the permeability of the blood-brain barrier. *J. cell. comp. Physiol.*, 1955, 46, 127-141.—"The effect of a number of drugs and measures upon the rate of passage of sulfapyridine and sulfanilamide into the brain of the rat was studied. The greatest increase was noted after intense and probably traumatic staining with trypan red, while little or no change occurred after moderate staining with this dye. . . . In general, all moderate measures which were used in testing their possible effect on altering permeability, appeared to produce only minor changes." Among the variables tested: pH, dehydration, insulin, acetylcholine chloride, physostigmine sulfate, metrazol, cocaine.—A. C. Goldstein.
6648. Bonvallet, M., Hugelin, A., & Dell, P. (Hôpital Henri-Rouselle, Paris, France.) Sensibilité comparée du système réticulé activateur et du centre respiratoire aux gaz du sang et à l'adrénaline. (Comparative sensitivity of the ascending reticular system and the respiratory center to blood gas and to adrenalin.) *J. Physiol. Path. gén.*, 1955, 47, 651-654.—In the cat, inhalation of a gas mixture rich in CO₂ produces an intense activation (arousal response) of electrical activity of the cerebral cortex. This effect persists after separation of the ascending reticular system from the respiratory centers, indicating that the reticular system is directly sensitive to certain changes in the internal environment. Adrenaline apnea is paralleled by the appearance of slow waves on the cortex, followed by an activation pattern. The adaptiveness of these responses in muscular effort and high altitudes is indicated.—C. J. Smith.
6649. Borkowski, Winslow J., & Bernstine, Richard L. (Jefferson Med. Coll., Philadelphia.) Electroencephalography of the fetus. *Neurology*, 1955, 5, 362-365.—EEG tracings were secured on 2 fetuses, one 77 days of age, the other 43 to 45. Both had been delivered by abdominal section. Bipolar records showed irregular slow activity with superimposed fast waves. As the specimens succumbed, electrical activity disappeared first from the frontal areas; electrical activity could still be detected from deep electrodes after it had ceased in superficial leads.—L. I. O'Kelly.
6650. Bridges, Thomas J., & Yahr, Melvin D. Digital vasomotor responses following nerve root stimulation. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 534-543.—Plethysmographic recordings, taken from 2 digits, were made during the performance of thoracic anterolateral chordotomy. The operative area permitted electrical or mechanical stimulation of the upper thoracic and lower cervical posterior and anterior roots. "It has been found possible to obtain good evidence of vasomotor phenomena occurring within the digits of the upper extremity following stimulation of the lower cervical and upper thoracic nerve roots."—L. A. Pennington.
6651. Brown, Donald Robert. (Bryn Mawr Coll., Pa.) Investigation of the effects on cortical currents of organic damage to the brain by the use of a behavioral measure involving the kinesthetic figural after-effect. *Yearb. Amer. phil. Soc.*, 1954, 182-184.—Abstract.
6652. Bryant, S. H., & Tobias, J. M. (U. of Chicago, Ill.) Optical and mechanical concomitants of activity in Carcinus nerve. I. Effect of sodium azide on the optical response. II. Shortening of the nerve with activity. *J. cell. comp. Physiol.*, 1955, 46, 71-95.—Sodium azide has little if any effect on either the rates of generation or magnitudes of optical scattering responses in multifibered nerves after activity. "It does, however, prolong, and finally prevents, recovery from the decreased scattering type of response." "Carcinus and lobster leg nerves shorten as a result of electrically induced impulse propagation. . . . The scattering change is real and is not an artifact due simply to shortening."—A. C. Goldstein.
6653. Budilowa, I. A. Das Problem der Analysatoren in den Arbeiten I. M. Setschenows. Zur Geschichte der Lehre von den Analysatoren. (The problem of analysers in the writings of I. M. Setchnows. A contribution to the history of the teaching on analysers.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 315-326.—On the basis of Setchnows' concepts of analysers, presented here in some detail, Pavlov related on experimental evidence the laws of analysers with the conditioned reflex-activity of the cerebral cortex. Their materialistic approach views the analysers as the mechanism which connects the organism with the environment in most sensitive interrelationships.—C. T. Bever.
6654. Buser, P. (Centre National de la Recherche Scientifique, Paris, France.) Étude de l'activité électrique du lobe optique des vertébrés inférieurs. I. Description et analyses topographiques des réponses à la stimulation du nerf optique. (A study of the electrical activity of the optic lobe of lower vertebrates. I. Description and topographic analyses of responses to optic nerve stimulation.) *J. Physiol. Path. gén.*, 1955, 47, 737-768.—The electrical activity evoked by stimulation of the optic nerve is recorded from microelectrodes placed in the optic lobes of catfish, tench, carp, frog, and pigeon. In all these species, the evoked activity consists of two phases. There are first 2-3 brief potentials representing the influx of stimuli along the dorsally-situated incoming optic fibers. These potentials are followed by one or more slow diphasic components considered to be postsynaptic potentials from the radially-disposed neurons upon which the optic nerve fibers terminate. 48-item bibliography.—C. J. Smith.
6655. Campos, Nilton. (U. Brasil, São Paulo.) O problema das relações entre a psicologia e a neurologia. (The problem of the relations between psychology and neurology.) *Anu. Inst. Psicol.*, 1951, 1, 15-26.—Experiments are cited which lead to these conclusions: (1) Although scientific observation imposes a separation of physico-psychic, they are in fact an integral unity; (2) cortical areas are not preformed for neuro-psychological functions; structures or lesions are localized, but not functions; (3) excision in the cortical area reduces relearning ability and ability for abstraction, but not general perception; excision may cause personality changes; (4) apparently the organization of psychic processes depends on sub-cortical nuclei, which are phylogenetically anterior to the cortex.—E. C. Munro.
6656. Chambers, William W., & Sprague, James M. (U. Pennsylvania, Philadelphia.) Functional

localization in the cerebellum. II. Somatotopic organization in cortex and nuclei. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 653-680.—Review of the literature and summary of recent experiments, using 41 cats, ablative techniques, and stimulation methods through implanted electrodes, led to the development of the concept of functional organization in "longitudinal, corticonuclear zones" in contradistinction to the lobular theory "most widely accepted today." 56 references.—L. A. Pennington.

6657. Crossman, J., & Mitchell, J. F. (U. St. Andrews, Scotland.) Effect of background activity on the action of acetylcholine on the electrical activity of the brain. *Nature, Lond.*, 1955, 175, 121-122.—A preliminary test was made of the hypothesis that the effect of acetylcholine on the brain is influenced by the level of excitation of the brain itself. Acetylcholine was administered to anesthetized rats, rabbits and cats while records were being made of the electroencephalogram. It was found that acetylcholine in small doses caused an excitation of the EEG but an inhibition in large doses. When the cortex was activated by Leptazol, doses of acetylcholine which had been excitatory became inhibitory, previously inhibitory doses became less so, and formerly ineffective doses remained so. The addition of adrenaline reduced the amount of acetylcholine required to produce excitation or inhibition.—R. E. Edwards.

6658. French, Lyle A., & Johnson, David R. (U. Minnesota, Minneapolis.) Examination of the sensory system in patients after hemispherectomy. *Neurology*, 1955, 5, 390-393.—Summary of findings in examining patients with preoperative hemiplegia after operative removal of major portion of corresponding cerebral hemisphere. Sensory responses were diminished but seldom completely absent to cutaneous, vibratory and position sense. Visual field testing was difficult due to poor ability of subjects to follow instructions, but they appeared to have homonymous hemianopsias, all with splitting of macular vision. Examination results on two cases are reported in detail.—L. I. O'Kelly.

6659. Freygang, W. H., Jr., & Landau, W. M. (National Inst. Hlth, Bethesda, Md.) Some relations between resistivity and electrical activity in the cerebral cortex of the cat. *J. cell. comp. Physiol.*, 1955, 45, 377-392.—A method for simultaneous measurement of cerebral cortical resistivity and electrical activity is described which is sensitive to 1% changes. The resistivity of the cortex under normal conditions is 222 ohm cm. Observations were made in anesthetized cats in the lateral and suprasylvian gyri. Spreading depression produced by stimulation of the geniculate radiations increased resistivity 10-20% in superficial cortex and 5% in underlying white matter. Other methods of altering potential differences across cortex produced small changes in resistivity.—A. C. Goldstein.

6660. Halstead, Ward C. Some frontotemporal lobe relationships. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 567.—Abstract.

6661. Huertas, Jorge, & Forster, Francis M. (Georgetown U. Med. Center, Washington, D. C.) Temporal lobe seizures in the monkey. *Neurology*, 1955, 5, 329-332.—"Electrical stimulation of the suppressor region of the temporal lobe in *Macaca mulatta*

produces transient periods of decreased activity and apparent loss of consciousness. These can be called suppressor seizures."—L. J. O'Kelly.

6662. Ochs, Sidney. (Calif. Inst. Tech., Pasadena.) Transmission of activity in the mammalian cortex. *Science*, 1955, 122, 877-878.—Abstract.

6663. Olds, James. (McGill U., Montreal, Que.) "Reward" from brain stimulation in the rat. *Science*, 1955, 122, 878.—Abstract.

6664. Passouant, P., Cadilhac, J., & Passouant-Fontaine, T. (Faculté de Médecine de Montpellier, France.) Influence, en cours de sommeil spontané, de la stimulation électrique réticulaire et des stimuli sensoriels sur les rythmes hippocampiques du chat. (The influence, during spontaneous sleep, of electrical stimulation of reticular formation and of sensory stimuli on hippocampal rhythms in the cat.) *J. Physiol. Path. gén.*, 1955, 47, 715-718.—Stimulation of the reticular system through chronically implanted electrodes with currents sufficient to produce a marked arousal response of the cortex, induces 4-7 per sec. slow-wave activity in the hippocampus. Repetitive visual or auditory stimulation is followed by large asynchronous wave activity in both cortex and hippocampus. Stimuli calculated to elicit fright responses in the waking animal produced cortical desynchrony and hippocampal hypersynchrony in the sleeping cat. The possible role of the hippocampus in vigilance and affective behavior is discussed.—C. J. Smith.

6665. Perl, Edward R. (State Univ. N. Y., Syracuse.), & Whitlock, David G. Potentials evoked in cerebral somatosensory region. *J. Neurophysiol.*, 1955, 18, 486-501.—Electrical stimuli to the ventrobasal nuclei of the thalamus evoke a complex response in the somatosensory cortex. The first component of this response is attributed to ascending activity in thalamocortical fibers. The second component is ascribed to postsynaptic cellular events in the cortex. "The similarity in behavior between this latter component and the primary response evoked by tactile stimuli suggested that these two events were largely produced by the same cortical elements and that the primary evoked response in the somatosensory region is a measure of cortical organization." 26 references.—P. Ratoosh.

6666. Pfaffmann, Carl. (Brown U., Providence, R. I.) Gustatory nerve impulses in rat, cat and rabbit. *J. Neurophysiol.*, 1955, 18, 429-440.—"Taste solutions applied to the anterior tongue surface of rat, cat and rabbit elicit . . . impulses in the chorda tympani nerve. For all species the basic taste stimuli could be ranked from low to high in order of thresholds as follows: quinine, HCl, NaCl and sucrose." The relative effectiveness of the stimuli was different in the three species. Thresholds for any one stimulus vary from fiber to fiber. "Each single fiber preparation is characterized by a different pattern of sensitivity to the four basic taste stimuli. . . . No simple classification of receptors by types is obvious."—P. Ratoosh.

6667. Robinson, P. K. (National Hosp. Nerv. Dis., Queen Square, London.) Sensory changes in the upper limb during ischemia in tetany. *Neurology*, 1955, 5, 461-467.—Ischemic sensory changes in patients suffering from hypoparathyroidism show an early phase of hyperactivity of the sensory nerves,

followed by a premature failure of function.—L. I. O'Kelly.

6668. Rosenberg, Maximilian. "Bewusstsein" und höhere Nerventätigkeit. ("Consciousness" and higher nervous system activity.) *Psychiat. Neurol. med. Psychol.*, Leipzig, 1955, 7, 307-314.—On the basis of the conditions under which it appears and with avoidance of psychologic explanations, "consciousness" is presented as the effect of work by the living nerve tissue. It is phylogenetically and ontogenetically acquired and varies in magnitude. It is not the function of a special area arising with sensory experiences and disappearing with the formation of well-established excitation channels and of conditioned reflexes. The critical magnitude of dystonia changes the unconsciousness into consciousness. Electro-encephalography is expected to provide the necessary biologic foundation for a differentiation of types in mental illness and for an "energetic neurology."—C. T. Bever.

6669. Rusinov, V. S. Uchenie N. E. Vvedenskogo-A. A. Ukhtomskogo o tormozhenii i ego svyaz' s ucheniem I. P. Pavlova. (N. E. Vvedenskii-A. A. Ukhtomskii's theory on inhibition and its connection with I. P. Pavlov's theory.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(3), 305-317.—Data are presented to show that the Vvedenskii-Ukhtomskii theory on basic neural processes is still of significance for contemporary research.—I. D. London.

6670. Saprykin, P. Die Psychologie im Lichte der Lehre Pawlows von der höheren Nerventätigkeit. (Psychology in the light of Pavlov's teaching of higher nervous system activity.) *Psychiat. Neurol. med. Psychol.*, Leipzig, 1955, 7, 252-261.—The physiologist Pavlov "gave psychology a sound materialistic basis," which is elucidated with particular reference to the inter-relationship of the two signal-systems of the cortical and subcortical centers.—C. T. Bever.

6671. Shanes, Abraham M., & Berman, Morris D. (Nat. Insts. Hlth, Bethesda, Md.) Kinetics of ion movement in the squid giant axon. *J. gen. Physiol.*, 1955, 39, 279-300.—The loss of Na^{22} , K^{42} , and Cl^{36} from single giant axons of the squid, following exposure to sea water containing these radioisotopes, occurs in two stages, an initial rapid one followed by an exponential decline. The kinetics of outflux suggests a cortical layer of measurable thickness which contains the ions in different proportions from those in the medium and which governs the rate of emergence of these ions from the axon as though it contained very few but large pores.—S. S. Marzolf.

6672. Shanes, A. M., & Berman, M. D. (National Inst. Health, Bethesda, Md.) Penetration of the desheathed toad sciatic nerve by ions and molecules. I. Steady state and equilibrium distributions. *J. cell. comp. Physiol.*, 1955, 45, 177-197.—Penetrability characteristics of nerve were studied with radioisotopes in nerves with epineuria removed. Sciatic nerves were equilibrated in Ringer's Solutions containing labeled urea, sucrose, and containing SO_4 , sodium and chloride ions. Sodium and potassium were then extracted by exposure to distilled water and directly and indirectly measured. Final distributions of substances are reported. "... the suggestion is made that the water of the myelin sheath as well as

of the interfibrillar region is in equilibrium with the surrounding medium."—A. C. Goldstein.

6673. Shanes, A. M., & Berman, M. D. (National Institute Health, Bethesda, Md.) Penetration of the desheathed toad sciatic nerve by ions and molecules. II. Kinetics. *J. cell. comp. Physiol.*, 1955, 45, 199-240.—Studies of the time course of emergence of labelled sucrose, sodium, and chloride after exposure of desheathed nerves to these solutions suggest that escape involves at least two stages: an initial rapid one can be largely described by a homogeneous cylinder diffusion theory. A final slow one is exponential in nature. Suggestions are made to account for the two methods of emergence. It is suggested that both node and internode may contribute to ionic exchange through the fiber membrane.—A. C. Goldstein.

6674. Shaw, S. N., & Tobias, J. M. (U. Chicago, Ill.) On the optical change associated with activity in frog nerve. *J. cell. comp. Physiol.*, 1955, 46, 53-70.—It is known that white light passed through a multifibered nerve is scattered as a function of impulse propagation. This is not known to occur in single isolated axons. This experiment studied the scattering response in frog nerve and found that it is not highly temperature-sensitive; is not influenced by the white light used; it depends on the orientation of the nerve; it is not reversed by stretching of the nerve or dilution of the medium; and is changed in some characteristics by desheathing. The technical problems of this technique are discussed.—A. C. Goldstein.

6675. Sutin, J., & Campbell, B. (Univ. Coll., London, Eng.) A model of cortical activity. *Nature, Lond.*, 1955, 175, 339-340.—The following model is proposed: "The potential differences maintained across the cell bodies of the cortical neurons are a measure of their polarization and regulate the firing pattern. Because the cortical cells have apical dendrites ramifying in the molecular layer, the successive tiers of cells are not in series, in so far as their electrical fields are concerned. Instead, the external current flow of the cells of one layer tends to reverse the polarization of members of the other and thus modulates their impulse discharge. In this way, the small and medium-sized pyramids of the supragranular layer act as a ballast to the efferent cells and inhibit their activation by the afferents. When the supragranular layer is thrown out of action, the cortical response is more vigorous." Experimental results pertaining to this model are briefly discussed.—R. E. Edwards.

6676. Tasaki, I., & Freygang, W. H., Jr. (Nat. Insts. Hlth, Bethesda, Md.) The parallelism between the action potential, action current, and membrane resistance at a node of Ranvier. *J. gen. Physiol.*, 1955, 39, 211-223.—Simultaneous recording of the action potential and membrane resistance and of the action current and change in impedance during activity at a single node of Ranvier of an isolated frog or toad nerve fiber shows a parallelism between the obtained measures.—S. S. Marzolf.

6677. Tauc, L. (Institut de Biologie Marine d'Arcachon, France.) Étude de l'activité élémentaire des cellules du ganglion abdominal de l'Aplysie. (A study of elementary activity of cells of the abdominal ganglion of Aplysia.) *J. Physiol. Path. gén.*, 1955, 47, 769-792.—Penetrating microelectrodes

were used to record the electrical activity of the giant nerve cells of the abdominal ganglia of the Sea-hares *Aplysia depilans* and *A. punctata*. The action potential of 80-120 millivolts, elicited by brief shocks, is about double the observed resting potential; prolonged polarization of the membrane gave rise to either a single spike or a repetitive discharge, according to the amplitude of the applied voltage. Many cells exhibited spontaneous activity; in these cells the action potential results from a superposition of a base-wave, a pseudospike, and a spike. These components may be dissociated under natural conditions, and depend upon the excitability of the cell.—C. J. Smith.

6678. Teng, Paul, & Bender, Morris B. (Mount Sinai Hosp., New York.) **Effect of barbiturates on latent motor deficits.** *Neurology*, 1955, 5, 777-786.—Sodium amytal injections in normal control patients were not followed by motor deficit symptoms. In patients with lesions involving parts of the nervous system mediating motor function, 150 to 500 mg. of sodium amytal induced motor weakness not elicited in premedication examination. Minimal pre-medication weaknesses were made more pronounced.—L. I. O'Kelly.

6679. Verzeano, Marcel; Naquet, Robert, & King, Ellen Eva. (U. California, Los Angeles.) **Action of barbiturates and convulsants on unit activity of diffusely projecting nuclei of thalamus.** *J. Neurophysiol.*, 1955, 18, 502-512.—"Microelectrode recordings from the diffusely projecting nuclei of the thalamus of the curarized cat show apparently random unit-discharges on a 'desynchronized' background." Doses of barbiturates cause complex changes in these discharges. Although the main effects of high doses of metrazol and picrotoxin differ from those of barbiturates, some similarities suggest that they may be due to related mechanisms.—P. Ratoosh.

6680. Weil-Malherbe, H. (Runwell Hosp., Wickford, Essex, Eng.) **The concentration of adrenaline in human plasma and its relation to mental activity.** *J. ment. Sci.*, 1955, 101, 733-755.—The broad correlation between plasma-adrenaline level and level of consciousness or extent of nervous activity is indicated by the fact that relaxing agents lead to a drop of adrenaline level and the return of consciousness at the termination of hypoglycemic coma coincides with a peak of the plasma-adrenaline concentration. Electrical stimulation of the brain, injection of a convulsant drug, or photic stimulation in a susceptible subject produces a great rise in plasma-adrenaline level. Lowering of adrenaline level in hospitalized congenital mental defectives suggests that it may be symptomatic of reduced mentation in such patients. 34 references.—W. L. Wilkins.

6681. Wilson, Victor J. (Walter Reed Army Medical Center, Washington, D. C.) **Post-tetanic potentiation of polysynaptic reflexes of the spinal cord.** *J. gen. Physiol.*, 1955, 39, 197-206.—Following tetanization of dorsal roots in the cat spinal cord, polysynaptic reflexes show an increased response, as measured in terms of their voltage-time area, with a predominant change in the earlier reflex pathways. Both of these changes in the reflex discharge have a time course of 15 to 25 seconds. Post-tetanic potentiation is also observed in response to stimulation of a dorsal rootlet following tetanization of another root-

let in the same or in a neighboring segment.—S. S. Marsolf.

(See also abstracts 6508, 6695, 6701, 6704, 6722, 6760, 6764, 6769, 6770, 6858, 6884, 7006, 7377, 7429, 7610, 7613)

RECEPTIVE AND PERCEPTUAL PROCESSES

6682. Arthur, Robert P., & Shelley, Walter B. (U. Pennsylvania, Philadelphia.) **Experimental evidence for an enzymatic basis for itching in man.** *Nature, Lond.*, 1955, 175, 901-902.—The sensation of itching (pruritus) has long been a physiological enigma. Unlike the sensation of pain, touch, heat and cold, no adequate stimulus for itching could be found. A specific and presumably physiological method of evoking itching is described which utilizes proteolytic enzymes. Minute amounts of an enzyme introduced into the epidermis can produce intense itching in the absence of pain or wheals. Of many enzymes studied only endopeptidases with activities within the physiological pH range were pruritic. Increasing the concentration of the enzyme shortened the latency and lengthened the duration of itching. It is postulated that the release of intracellular proteinases plays an important role in itching. Histamine does not seem to be involved.—R. E. Edwards.

6683. Benton, Arthur L. (State U. Iowa, Iowa City.) **Development of finger-localization capacity in school children.** *Child Developm.*, 1955, 26, 225-230.—Finger-localizing skill develops progressively from 6 to 9 years. These skills, however, probably do not attain maturity until later years. The normal child in the age range studied does not find it much more difficult to localize single fingers without the aid of vision than with it.—L. S. Baker.

6684. Bevan, William. (Emory U., Ga.) **Sound-precipitated convulsions: 1947-1954.** *Psychol. Bull.*, 1955, 52, 473-504.—Approximately 129 papers on audiogenic seizure are examined. Among the variables influencing seizure susceptibility are audition, intense light, pain, temperature, regulation of free movement, opportunity for escape; genetic, age and sex, and physiological status differences; and psychological status. "Perhaps the most promising developments are concerned with the inheritance of susceptibility in mice, stimulus priming, and learned control of the seizure." 145 references.—R. Perloff.

6685. Brunswik, Egon. **Perception and the representative design of psychological experiments.** (2d ed.) Berkeley: University of California Press, 1956. xii, 154 p. \$5.00.—The first part of this book has appeared previously (see Neyman, Jerzy. (Ed.) Berkeley symposium on mathematical statistics and probability. Berkeley: University of California Press, 1949). Part II branches out from 2 of the model experiments in Part I "... in which the level of complexity has reached the criterion of functionality, expanding their basic principles over other areas of perception." The topic of perceptual constancies is expanded (3 chaps.) and their relation to thinking investigated. Other topics include: social perception, a fully representative design with textural ecology, probabilistic cue learning, clinical applications, and theoretical considerations. 211-item bibliography.—A. J. Spross.

6686. Cleckley, Hervey M., & Thigpen, Corbett H. (Med. Coll. Georgia, Augusta.) The dynamics of illusion. *Amer. J. Psychiat.*, 1955, 121, 334-342.—The loose and extravagant use of the term "dynamic" is protested, and methodology to establish "dynamics" is criticized. The use of more specific and descriptive terms is suggested.—N. H. Pronko.
6687. Crossman, E. R. F. W. (Cambridge U., Eng.) The measurement of discriminability. *Quart. J. exp. Psychol.*, 1955, 7, 176-195.—A "confusion-function" was developed as a quantitative measure of "discriminability" and tested against observed times for visual and proprioceptive sorting tasks of various levels of "difficulty." A method of extending its use to multi-choice and multi-dimensional signal-sets is outlined and experimental results concerning the former are presented.—M. J. Wayner, Jr.
6688. Dethier, V. G. (Johns Hopkins U., Baltimore, Md.) The physiology and histology of the contact chemoreceptors of the blowfly. *Quart. Rev. Biol.*, 1955, 30, 348-371.—The contact chemoreceptors of the blowflies are located on the legs and labellum. They consist of thin-walled, socketed hairs with two lumina. Only the tip of the hair is sensitive to chemical stimulation. Each hair is actually two receptors, one of which is sensitive specifically to sugars, the other of which may be stimulated by a variety of substances. The response to stimulation of the sugar receptor is extension of the proboscis, to the non-sugar receptor of retraction or inhibition of extension of the proboscis. The lowest sucrose threshold for a single hair was 1×10^{-5} M. Adaptation and spatial summation can be demonstrated. Rejection of substances can be mediated by a single hair, and if mixtures of sugar and repellent substances are applied, the response is determined by relative concentrations of the components. 56-item bibliography.—L. I. O'Kelly.
6689. Henneman, Richard H., & Long, Eugene R. (U. Virginia, Charlottesville.) A comparison of the visual and auditory senses as channels for data presentation. *USAF WADC Tech. Rep.*, 1954, No. 54-363, v. 38 p.—This report attempts to compare the auditory and visual senses as channels for the presentation of information to the human operator. It concludes, "the stimulus properties of light and sound differ; the receptor characteristics of vision and audition also differ. It is possible, by matching these distinguishing sense characteristics with specific demands of particular situations, to suggest some 'divisions of labor' between the two sense channels for purposes of data presentation." These categories of demands are discussed with a number of tentative suggestions for the communications engineer as to a choice between the visual or auditory presentation of data. 84-item bibliography.—R. T. Cave.
6690. Hodgson, Edward S. (Barnard Coll., New York.) Problems in invertebrate chemoreception. *Quart. Rev. Biol.*, 1955, 30, 331-347.—Cellular and ecological aspects of chemoreception in the invertebrates are reviewed. While the cellular basis of chemoreception does not appear to be essentially different in the two forms, distinctive problems arise with respect to ecological influences. Major problems in this area about which information is sparse include (1) basis for selectivity of behavioral responses to chemical stimuli, (2) fundamental excitation processes in chemoreceptors, and (3) mechanisms by which impulses from chemoreceptors initiate integrated patterns of motor activity. 111-item bibliography.—L. I. O'Kelly.
6691. Jones, F. Nowell. (UCLA, Los Angeles.) Olfactory absolute thresholds and their implications for the nature of the receptor process. *J. Psychol.*, 1955, 40, 223-227.—Olfactory thresholds were collected for 84 S's by a controlled blast technique, which permits specific mixtures, for 20 substances. A table and a chart present these thresholds. The author points out difficulties in direct interpretation, due to differences between adsorption and dissolving, and also a lack of perfect relationship between vapor pressure and threshold. It is claimed that the steric theory of quality is indirectly supported by the evidence presented.—R. W. Husband.
6692. Kilpatrick, F. P. Perception theory and general semantics. *Etc. Rev. gen. Semant.*, 1955, 12, 257-264.—Perception is primarily a learned activity, insofar as it is communicable. Language is a social means for organizing perceptions in certain ways acceptable in a given culture. The perceptual process "can best be thought of as a transactional one." In opposition to certain traditional views, "it is proposed that for any stimulus configuration . . . there is an indefinitely large class of environmental circumstances which could give rise to exactly the same set of impingement on the organism." In stress situations, the organism perceives stimuli as he learned to under nonstress conditions, even when this is inappropriate. In ambiguous or novel situations, when perception gives puzzling results, previous verbal-cognitive structures impose an order or identity on the stimuli so that they may be perceived in a controllable way. Research data bearing on these and other propositions is cited and discussed briefly.—J. Caffrey.
6693. Kleining, Gerhard. Die optischen Täuschungen. (Optical illusions.) *Z. exp. angewand. Psychol.*, 1953, 1, 501-523.
6694. Luchins, Abraham S. (U. Oregon, Eugene.) A variational approach to social influences on perception. *J. soc. Psychol.*, 1955, 42, 113-119.—A percept may be a "function of functions" rather than an "ordinary function." In this case it is a "line-function" and "the assumption that it depends on a finite number of numerical variables will have to be suspended." Since "introduction or manipulation of a social force . . . affects the subject's conception of what he is to perceive . . . one way of studying a line-function experimentally may be to observe it as conditions are changed since such observations may yield clues to the functions which serve as the independent variables and to the functional connections among them."—J. C. Franklin.
6695. Myers, Ronald E. (Calif. Inst. Tech., Pasadena.) Neural basis of bilateral perceptual integration. *Science*, 1955, 122, 877.—Abstract.
6696. Nielsen, Gerhard. (Copenhagen U., Denmark.) Et taktilt faenomen, hvor helhedsloven gælder. (A tactual phenomenon where the Gestalt law applies.) *Nord. Psykol.*, 1954, 6, 128.—A tactual phenomenon which apparently never has been described in the literature has been discovered. A piece of cardboard, 30 x 30 cm. with a circular hole in the

middle 5 cm. in diameter, is placed between the knees of a sitting subject. The subject is asked to move his hands on opposite sides of the cardboard in such a way that they touch as they simultaneously pass the hole. When the two palms meet, the subject gets a sensation of something soft and warm and different from the palm. The extent of this sensation varies with the roughness of the cardboard's surface. More systematic studies are currently being carried out, using different surfaces from sandpaper to plexiglass, and with blindfolded subjects.—*B. Karlsen.*

6697. Nyssen, René, & Bourdon, Jean. Contribution to the study of the size-weight illusion by the method of P. Koseleff. *Acta psychol.*, 1955, 11, 467-474.—Koseleff's experiment, in which the subject compares two varying volumes of the same weight, and another method used by the authors are equally worthless clinically for the detection of mental deficiency or deterioration in adults. French summary.—*G. Rubin-Rabson.*

6698. Steinberg, Hannah. (U. Coll., London.) Changes in time perception induced by an anaesthetic drug. *Brit. J. Psychol.*, 1955, 46, 273-279.—"Effects of an anaesthetic drug (nitrous oxide) on subjective impressions of changes in the rate of passage of time were studied, and were compared with performance in a test of estimating the duration of seconds by counting aloud. . . . The results showed that: (1) The drug induced subjective impressions of changes in the rate at which time was passing in a substantial proportion of subjects, some of whom reported apparent quickening and a smaller number apparent slowing. (2) The drug had no effect on estimating the duration of seconds by counting. (3) No relation could be demonstrated between subjective impressions of changes and changes of performance in the test of estimating seconds. Possible reasons for these findings are discussed."—*L. E. Thune.*

6699. van der Meer, H. C. Phänomenale Geschwindigkeitsunterschiede bei Bewegungen in verschiedenen Richtungen. (Phenomenal velocity differences in movements in varying planes.) *Acta psychol.*, 1955, 11, 475-503.—Two questions are posed: what is the influence of body and head position on phenomenal velocity and does right and left movement in the horizontal, up and down movement in the vertical and toward and away movement in the sagittal planes differ in speed perception? The author concludes that phenomenal speed varies in accord with the deviations of movements from customary life habits and perceptions.—*G. Rubin-Rabson.*

6700. Werner, Heinz, & Wapner, Seymour. (Clark U., Worcester, Mass.) Changes in psychological distance under conditions of danger. *J. Pers.*, 1955, 24, 153-167.—"Ss had to walk, while blindfolded, toward a specified marker whose location varied in regard to proximity of the precipitous edge of a theater stage. The S's behavior under this condition was compared with his behavior in a neutral situation where danger was omitted. On the basis of three criteria, distance walked, speed of walking, and change of pace, it is inferred that psychological distance shrinks under conditions of danger. The results are interpreted in terms of sensory-tonic field theory of perception which postulates a common mechanism for the effect of emotional and nonemo-

tional stimulation on distance perception."—*M. O. Wilson.*

(See also abstracts 6501, 6504, 6651, 6658, 6664, 6666, 6991, 7283, 7595)

VISION

6701. Alfano, Joseph E. Spasm of fixation. *Amer. J. Ophthalmol.*, 1955, 40, 724-730.—Spasm of fixation is described in a six-year-old boy in whom voluntary fixation was abolished probably by a lesion in the frontal oculogyric centers.—*D. Shaad.*

6702. Alluisi, E. A., Inaba, K., & Nungesser, F. L., Jr. (Army Med. Res. Lab., Fort Knox, Ky.) Changes in visual depth perception with the wearing of contact lenses. *U. S. Army med. Res. Lab. Rep.*, 1952, No. 105, iii, 27 p.—Data for spectacles and each of three types of contact lenses at each of six times of measurement for eight subjects during a 460 minute wearing period were analyzed by the analysis of variance technique. The wearing of some contact lenses (rather than spectacles) did alter the stereoptic acuities of some wearers. Although some significant differences for spatial localization were attributed to wearing contact lenses for some subjects, the over-all evaluation could not be determined according to the criterion established for spatial localization. Stereoptic acuity scores and spatial localization scores were defined in terms of readings obtained from the stereoptometer, an instrument for the study of binocular vision.—*R. V. Hamilton.*

6703. Alpern, Mathew. Testing distance effect on phoria measurements at various accommodation levels. *A.M.A. Arch. Ophthalmol.*, 1955, 54, 906-915.—"Multiple distance phoria testing may yet prove of definite diagnostic value clinically, but clearly the (results of) the present experiment cannot be used to provide the criteria for such diagnosis."—*S. Renshaw.*

6704. Armington, John C. (Walter Reed Army Medical Center, Washington 12, D. C.) Amplitude of response and relative spectral sensitivity of the human electroretinogram. *J. opt. Soc. Amer.*, 1955, 45, 1058-1064.—"This report deals with the conditions which modify spectral sensitivity of the photopic retinal action potential (ERG). The parameters of visual angle (retinal area) and level of response have received particular attention. It was found that when responses are small, their relative spectral sensitivity is nearly independent of stimulus diameter. More sizeable responses have a greater relative sensitivity to red light. With conditions of large stimulus area, electro-retinal sensitivity shows a close agreement with existing psychophysical determinations of luminosity. The results are considered in relation to earlier studies of the ERG and the stray light hypothesis."—*F. Ratliff.*

6705. Attneave, Fred. (Lackland AFB, Tex.) Perception of place in a circular field. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-44, 14 p.—Reprinted from *Amer. J. Psychol.*, 1955, 68, 69-82, (see 30: 2112).

6706. Auerbach, Edgar, & Burian, Hermann M. Studies on the photopic-scotopic relationships in the human electroretinogram. *Amer. J. Ophthalmol.*, 1955, 40, (5, pt. 2), 42-60.—Analysis of data from retinograms indicates that there are 2 superimposed curves of slightly different latent periods, the first

being the photopic response and the second the scotopic response; there is a characteristic electroretinogram for each level of light adaptation. 25 references.—D. Shad.

6707. Bagh, D. The after-lag movement. *Indian J. Psychol.*, 1954, 29, 149-154.—Alternating luminous figures were exposed to the O in a dark room at the rate of 1 cycle per second with the result that phi-movement was seen. When one figure in the cycle was suppressed, many O's continued to see the movement for 2 cycles more, and some O's continued longer than that. Measures of suggestibility did not correlate sufficiently well to indicate that perseveration was produced by suggestion.—H. Wunderlich.

6708. Bakan, Paul. (New York U.) Discrimination decrement as a function of time in a prolonged vigil. *J. exp. Psychol.*, 1955, 50, 387-390.—S viewed a test area which flashed regularly once per second to a standard brightness level. Test stimuli brighter than the standard were presented at predetermined intervals and were used to measure S's threshold by the method of limits. Found an increase in threshold during the course of each of two sessions and a practice effect producing improvement in performance level for the second session. Interpreted the results in terms of response to irrelevant stimuli as a means by which S reduced monotony in a monotonous task.—J. Arbib.

6709. Baker, Howard D. (Florida State U., Tallahassee.) Some direct comparisons between light and dark adaptation. *J. opt. Soc. Amer.*, 1955, 45, 839-844.—"Both the absolute threshold and the difference threshold appear to be limited by photochemical conditions in the visual receptor during dark adaptation, and after complete light adaptation to any luminance level. During light adaptation the absolute threshold reflects photochemical conditions but the difference threshold does not. It is suggested that this is because the difference threshold is affected by the near-maximum response of the visual receptor during early light adaptation. Experiments which test this idea are reported."—F. Ratliff.

6710. Broussard, Irvin G., Walker, Robert Y., & Roberts, Ernest E., Jr. (Army Med. Res. Lab., Fort Knox, Ky.) The influence of noise on the visual contrast threshold. *U. S. Army med. Res. Lab. Rep.*, 1952, No. 101, ii, 17 p.—Under conditions of two discrete noise intensities, visual sensitivity thresholds were determined for perception of small light differences displayed as small, variable bright "targets" located upon a constant and less bright "field." The effect of noise was studied further in relation to the time required to perceive and respond to the visual "target." The visual sensitivity threshold for low brightness differences was not significantly affected by a noise environment of 90 decibels over a two-hour period. There was a significant increase in the amount of time required to respond to small light differences when these light differences were near the threshold for discrimination under the conditions of the same noise environment. 24 references.—R. V. Hamilton.

6711. Bush, William R. (U. Rochester, N. Y.) Foveal light adaptation as affected by the spectral composition of the test and adapting stimuli. *J. opt. Soc. Amer.*, 1955, 45, 1047-1057.—"The data in-

dicate that: (1) The largest selective effect of wavelength occurred from 0.00 to +0.05 sec, where the following results were obtained: (a) The greatest adaptive effects uniformly occurred for monochromatic combinations. (b) A lesser effect occurred for heterochromatic combinations. (2) These selective effects were in the same direction but greatly reduced after fifteen minutes of adaptation. (3) Both as a test flash and as an adapting stimulus, the blue acted as if it were transmitting more luminous flux than it actually was. (4) Light adaptation under these experimental conditions was virtually complete after thirty seconds of adaptation. . . ."—F. Ratliff.

6712. Chatterjee, Nisith Ranjan. Study of Delta movement in motion pictures. *Indian J. Psychol.*, 1954, 29, 155-159.—Korte related the reversal of direction of apparent movement, Delta movement, to certain intensity differences between the successive stimuli. The present experiment shows that such intensity differences are not a necessary condition. A horizontally moving procession of vertical lines was photographed with a movie camera and the resulting film used in a projector for the experiment. Certain combinations of speed of the lines, frames per second in the camera, and speed of the projector produce the impression of motion in the direction opposite to the real one, though the vertical lines are of equal intensities. A similar experiment with Cantril's trapezoid is reported, with results that go against Cantril's hypothesis.—H. Wunderlich.

6713. Chatterjee, R. G. An investigation on the perceptual side of repression. *Indian J. Psychol.*, 1954, 29, 191-193.—Sentences were projected on a screen at varying degrees of illumination. Peculiarities in the reported perception on the part of a few of the subjects show that repression may have interfered in some cases because of sexual or aggressive content of some of the sentences.—H. Wunderlich.

6714. Christensen, J. M., & Crannell, C. W. (Miami U., Oxford, O.) The effect of selected visual training procedures on the visual form field. *USAF WADC Tech. Rep.*, 1955, 54-239, 26 p.—This study was performed to investigate the possibility of increasing the area of the visual form field through training either by reading groups of digits exposed tachistoscopically or by perceiving single digits exposed to the periphery of the retina. The results of these training techniques were found to be uniformly negative. Perceptual training with simple stimuli is unlikely to result in a general improvement in form vision or in reading proficiency. These findings contradict those found elsewhere in the literature.—R. T. Cave.

6715. Clark, W. C., Smith, A. H., & Rabe, Ausma. (Queen's U., Kingston, Ont., Can.) Retinal gradient of outline as a stimulus for slant. *Canad. J. Psychol.*, 1955, 9, 247-253.—Rectangular and trapezoidal film-forms, produced under low illumination by white figures against a black ground, were presented in the frontal-parallel plane and at angles of 20° and 40° with the background. Retinal gradient of outline convergence was found to be a sufficient stimulus for slant, in accordance with the theory of psychophysical correspondence.—R. Davidson.

6716. Davis, Robert J., & Arnott, G. Peter. An experimental study of the electroretinogram. *Amer. J. Ophthalmol.*, 1955, 40 (5, pt. 2), 71-75.—Analyses of

retinograms from the rabbit during dark adaptation are presented.—D. Shaad.

6717. De Nittis, George L. (Fordham U., Bronx, N. Y.) **Relative effectiveness of two standard color-vision tests.** *J. appl. Psychol.*, 1955, 39, 437-441.—A comparison was made of the commercial edition of the Illuminant-Stable Color Vision Test (IS) and the American Optical Color Perception Test (AO) to determine the relative effect of non-standard illuminants. Ten color-blind Ss and 40 normals each took the test under six illumination-level and color-temperature combination conditions. Neither the types of illumination nor illumination intensity had a significant effect on the scores for either test. "Within the range of color temperatures used, the AO test is as stable as the IS."—P. Ash.

6718. Detwiler, S. R. **The eye and its structural adaptations.** *Amer. Scientist*, 1956, 44, 45-72.—While the eyes of vertebrates have a common structural plan there are an extensive variety of modifications which, no matter how extensive, "have a real meaning in the visual framework in relation to the environment in which the animal lives." The author reviews a number of special adaptations in fish, birds, amphibians, and mammals. 12 references.—C. M. Louttit.

6719. Dhandu, R. P. **Electroretinography in night blindness and other Vitamin-A deficiencies.** *A.M.A. Arch. Ophthalmol.*, 1955, 54, 841-849.—1. Xerosis is an indirect manifestation of vitamin A deficiency rather than a direct one. 2. Night blindness is a direct result of vitamin A deficiency. 3. A functional defect of the retina is enough to lead to an extinguished electric response, and a pathological and structural change is not a necessity. 4. An extinguished electroretinogram is a reversible phenomenon.—S. Renshaw.

6720. Fitts, Paul M., Weinstein, Meyer; Rappaport, Maurice; Anderson, Nancy, & Leonard, J. Alfred. (Ohio State U., Columbus.) **Stimulus correlates of visual pattern recognition: a probability approach.** *J. exp. Psychol.*, 1956, 51, 1-11.—A method is described for generating classes of figures specifiable in probability terms and called metric figures to emphasize their quantitative nature. Two experiments were conducted utilizing these figures and the results interpreted in terms of the methodological contribution of the probability approach. 19 references.—J. Arbib.

6721. Fry, Glenn A. (Ohio State U., Columbus.) **Blur of the retinal image.** Columbus: Ohio State University Press, 1955. xxxiii, 120 p.—The roles played by the following separate factors have been mathematically analyzed: improper focus, diffraction, axial chromatic aberration, chromatic dispersion, and spherical aberration. Combinations of factors were also studied: (a) diffraction and imperfect focus with monochromatic light; (b) diffraction, chromatic aberration and imperfect focus; (c) diffraction and chromatic dispersion; (d) diffraction and spherical aberration. The method of analysis applies equally well to a point, a line or a brightness-contrast border. Use is made of a single index of blur, Φ , for which an empirical method of measurement is presented involving threshold determinations. The work is based on simple blur circle theory. 21 references.—T. Shipley.

6722. Fry, W. J. (U. Illinois, Urbana.), Wulff, V. J., & Brust, M. **Retinal action potential—effect of temperature on magnitude and latency in the grasshopper.** *J. cell. comp. Physiol.*, 1955, 45, 265-272.—Using the model presented previously (see 30: 6760), the authors support their contention that magnitude and latency of the retinal action potential are independent processes by demonstrating different effects of temperature on them. They have also determined certain temperature constants in the model. The predictions of the model were verified for changes in latency with temperature and also for the plateaus of potential magnitude (except for highest intensities).—A. C. Goldstein.

6723. Gogel, W. C. (Army Med. Res. Lab., Fort Knox, Ky.) **The perception of the relative depth position of objects as a function of other objects in the field of view.** *U. S. Army med. Res. Lab. Rep.*, 1953, No. 107, ii, 17 p.—The haploscope is used in investigating the quantitative difference between the "apparent" and "physical" relative depth position of a binocular test object when differences are present between the apparent and physical relative depth positions of other objects in the field of view. A difference between the apparent and physical depth positions of laterally separated objects in the field of view was produced by using a series of similar objects of different sizes. It was found that the adjustment of a dissimilar object (a binocular test object) to the apparent depth position of one of these objects (a binocular reference object) depended upon the lateral position of the test object above the series of binocular objects.—R. V. Hamilton.

6724. Green, Bert F., & Anderson, Lois K. (Mass. Inst. Tech., Cambridge.) **Color coding in a visual search task.** *J. exp. Psychol.*, 1956, 51, 19-24.—"Two experiments were reported in which search times for colored symbols (two-digit numbers) on a visual display were measured as a function of the relative number of symbols of each color, and the number of different colors used. When Os know the color of the target, the search time is approximately proportional to the number of symbols of the target's color. . . . When Os do not know the target's color, search time depends primarily on the total number of symbols on the display."—J. Arbib.

6725. Guttman, Norman, & Kalish, Harry I. (Duke U., Durham, N. C.) **Discriminability and stimulus generalization.** *J. exp. Psychol.*, 1956, 51, 79-88.—Utilizing pigeons tested the hypothesis that a relationship exists between the discriminability of spectrum colors and stimulus generalization along the wave-length continuum. "Bidirectional generalization gradients were obtained from measures of response rate during extinction. These gradients were of highly comparable forms for the various spectral regions tested. The results open the possibility of an independence between the generalization decrement and the discriminability of stimuli. . . . A close correspondence was found between changes in the form of the gradient during extinction and changes associated with individual differences in response strength."—J. Arbib.

6726. Hansen, A. K., & Swanljung, Helvi. **Studies on the clinical investigation of retinal correspondence.** *A.M.A. Arch. Ophthalmol.*, 1955, 54, 744-751.—Tests of correspondence by the prism rack or

by the phi phenomenon are not recommended for clinical use. They cannot be used for patients under 7-8 years; they are of no value in patients who suppress; prism rack demands production of lasting dissimilar afterimages, which requires special instruments; and "they are time-consuming and exhaust both the patient and examiner."—S. Renshaw.

6727. Hedges, Thomas R., Jr., & Scheie, Harold G. Visual field defects in exophthalmos associated with thyroid disease. *A.M.A. Arch. Ophthalmol.*, 1955, 54, 885-892.—"We have reported six cases of exophthalmos associated with thyroid disease which had central visual field defects and reduced vision. In the absence of any other recognizable ocular defect, it must be assumed that this condition is due to involvement of the optic nerve in the orbit. No direct relationship existed between thyroid activity and the optic nerve involvement in the majority of these patients. Visual loss was more pronounced in the more exophthalmic eye only when asymmetry of proptosis was marked."—S. Renshaw.

6728. Hopkinson, R. G. Subjective judgments—some experiments employing experienced and inexperienced observers. *Brit. J. Psychol.*, 1955, 46, 262-272.—"Experimental evidence has been obtained which shows that inexperienced subjects are less susceptible to glare discomfort than those who have had the opportunity to make a long series of judgments. A steady increase in sensitivity has been recorded. On the other hand experienced subjects retain their enhanced sensitivity at a constant level over a period of years. Such experienced subjects are therefore valuable as human meters of their environment. . . . the average judgments of experienced subjects will satisfy about 85% of the inexperienced subjects. . . . Although all of these judgments refer to a study of glare discomfort, it is believed that a similar relation exists in many other situations where judgment of an attribute allied with discomfort is involved."—L. E. Thune.

6729. Hunton, Vera D. The recognition of inverted pictures by children. *J. genet. Psychol.*, 1955, 86, 281-288.—"Children's percepts of form are not independent of absolute spatial position although ability to discriminate inverted pictures accurately appears to be a function of age. Recognition of a figure in normal and inverted positions as the same figure was suggested as being the result of a learned generalization."—Z. Luria.

6730. Isobe, Kosaku, & Motokawa, Koiti. (Tôhoku U., Sendai, Japan.) Functional structure of the retinal fovea and Maxwell's spot. *Nature, Lond.*, 1955, 175, 306-307.—Maxwell's spot, a reddish spot seen when viewing a white surface through a dichroic filter transmitting red and blue light, has usually been attributed to the preferential absorption of blue light by macular pigment. But Walls has suggested that the spot is due to a non-uniform distribution of receptor types in the fovea. Confirmation for this hypothesis has been obtained by having subjects plot Maxwell's spot for their own eyes and then be tested for foveal sensitivity for red and blue light by Motokawa's method which involves measuring electric phosphene thresholds at 1 and 3 sec. following the termination of a brief light flash to a dark-adapted eye. Close agreement is found between the

area occupied by the spot and the area of relatively greater red sensitivity.—R. E. Edwards.

6731. Jampolsky, Arthur. Characteristics of suppression in strabismus. *A.M.A. Arch. Ophthalmol.*, 1955, 54, 683-696.—Suppression is seen for similar contours under binocular strabismus, but not necessarily for other visual components. There is a latent period of suppression and the usual tests "are often confusing and superfluous." In eso- and exo-tropic suppression and displacement, "are independent of the presence or absence of anomalous correspondence."—S. Renshaw.

6732. Jampolsky, Arthur J., Flom, Bernice C., Weymouth, Frank W., & Moses, Lincoln E. Unequal corrected visual acuity as related to anisometropia. *A.M.A. Arch. Ophthalmol.*, 1955, 54, 893-905.—In 200 cases with no apparent pathology, opacities of the media, or strabismus, but all with at least 1.00 D of anisometropia or astigmatism a statistical study was made of the relation of visual acuity to certain refractive differences between the two eyes. It is concluded that unequal corrected acuity "may have had a mixed origin" but "the hypothesis of accommodative posture in anisometropia which has not had early refractive correction is most appealing." 46 references.—S. Renshaw.

6733. Kellershohn, C. Sur la notion de lumière blanche. (The concept of white light.) *J. Psychol. norm. path.*, 1955, 52, 337-346.—By means of a binocular colorimetric method the author shows that, following chromatic adaptation, the sensation evoked by a light stimulus is relatively independent of the stimulus characteristics, and is the same as that elicited in the dark adapted observer by a black body heated to 5.200° K. This result coincides with those of Priest and of Hurvich and Jameson obtained by different methods. The author points out that ordinary daylight corresponds, as far as retinal events are concerned, to the light of the black body at 5.000°-6.000° K. 17 references.—M. L. Simmel.

6734. Kephart, Newell C., & Ward, William H. (Purdue U., Lafayette, Ind.) Visual digit span—a norm study. *Optom. Wkly.*, 1956, 47, 109-112.—On an N of 510, norms were established for the tachistoscopic presentation ($\frac{1}{2}$ seconds) of digits and also of symbols thought to be meaningless. There is a gradual increase with age in the difference between the span for digits and that for meaningless material, in favor of the digits.—T. Shipley.

6735. Lawrence, Douglas H., & LaBerge, David L. (Stanford U., Calif.) Relationship between recognition accuracy and order of reporting stimulus dimensions. *J. exp. Psychol.*, 1956, 51, 12-18.—Using four types of instructions, objects differing in color, form and number were presented tachistoscopically. The selective effect of instructions can be accounted for by the following assumptions: "(a) a constant amount of information is transmitted irrespective of instructions; (b) the distribution of this between dimensions depends upon the order in which they are reported; and (c) the effect of instructions is to determine which order of report occurs."—J. Arbib.

6736. Leibowitz, H. (U. Wisconsin, Madison.) Effect of reference lines on the discrimination of movement. *J. opt. Soc. Amer.*, 1955, 45, 829-830.—"The minimum discriminable target velocity was de-

terminated with and without reference lines in the visual field. At a short (0.125 sec) exposure duration, where velocity discrimination is determined primarily by the magnitude of initial photochemical events, the velocity threshold is not changed by the introduction of reference lines. At a long (16 sec) exposure duration, the presence of reference lines lowers the threshold velocity by 48%. The data are interpreted as supporting the hypothesis that movement is discriminated at slow speeds by observation of change of position."—F. Ratliff.

6737. Leibowitz, H. W., Myers, Nancy A., & Grant, D. A. (U. Wisconsin, Madison.) Frequency of seeing and radial localization of single and multiple visual stimuli. *J. exp. Psychol.*, 1955, 50, 369-373.—"Single and multiple stimuli were presented on the circumference of an imaginary circle for various luminance-exposure duration combinations. The Ss estimated the radial position of the stimulus or stimuli which varied in number from one through seven. Radial localization accuracy is independent of the variables of luminance and duration, provided the stimulus or stimuli are visible. An increase in the number of stimuli presented increases the radial localization error per stimulus. . . . The mechanism of localization is not limited by the magnitude of the primary excitatory processes, the latter being completed before the localization mechanism is operative."—J. Arbit.

6738. Lindsley, Donald B. (U. California, Los Angeles.), & Giffiths, Roy S. Differential response of eye and optic pathways to intensity and wave length. *Science*, 1955, 122, 876.—Abstract.

6739. Linfoot, E. H. (Cambridge U., Eng.) Information theory and optical images. *J. opt. Soc. Amer.*, 1955, 45, 808-819.—". . . an account of analytical techniques which provide a basis for a discussion of the problem of maximizing the information content in images formed by high-quality optical systems, by means of aberration balancing under prescribed constraints on the design. A derivation is given of the principal results needed for this purpose."—F. Ratliff.

6740. MacAdam, D. L. (Eastman Kodak Co., Rochester, N. Y.) Rautian on color discrimination. *J. opt. Soc. Amer.*, 1955, 45, 1065-1071.—"Ellipses representing just-perceptible differences of color from 36 basic colors have been published by G. N. Rautian. These constitute the first redeterminations of color-discrimination ellipses. . . . Rautian's ellipses are of almost constant size throughout the CIE chromaticity diagram. On the other hand, their shapes and orientations agree well with previously published ellipses. Later results published by Rautian and Solov'eva generally confirm previously reported effects of surrounding luminance and color on chromaticity discrimination. Furthermore, these later results of Rautian and Solov'eva generally confirm the variation of sizes as well as the shapes of discrimination ellipses reported by other workers."—F. Ratliff.

6741. Marg, Elwin, & Heath, Gordon G. (U. California, Berkeley.) Localized electroretinograms from isolated poikilothermic retinas with macroelectrodes. *Science*, 1955, 122, 1234-1235.—"What effect does the stimulation of some retinal elements have on the effect of stimulating others? Is there a real effect, or only an apparent one caused by stray

light, chiefly from scattering in the dioptric media of the eye?" ERGs were recorded from isolated frog (*Rana pipiens* and *R. catesbeiana*) and terrapin (*Pseudemys elegans*) retinas. "Each stimulus was a 1-mm spot of light of adjustable intensity and duration." It appears that "interaction of the ERG takes place over small distances on the retina but not over large ones." Attention is invited ". . . to this relatively simple technique of registering localized ERGs without the use of microelectrodes."—S. J. Lachman.

6742. Mitchell, R. T., & Liandansky, L. H. (Massachusetts Institute of Technology, Cambridge.) Effect of differential adaptation of the eyes upon threshold sensitivity. *J. opt. Soc. Amer.*, 1955, 45, 831-834.—"Experimental determination was made of the effect of intense light adaptation (6.20 log Trolands) of one eye upon the dark-adapted threshold of the other eye. A psychophysical method derived from Békésy and analogous to the "up and down" method of Dixon and Mood was used. Three subjects showed a slight increase in sensitivity; one showed no change. The change was not statistically significant for the group. The finding is consistent with the accepted view that the states of adaptation of the eyes are independent and in contradiction to studies which have found an averaging effect."—F. Ratliff.

6743. Morris, A., Katz, Milton S., & Bowen, Jane D. (U. S. Naval Submarine Base, New London, Conn.) Refinement of checkerboard targets for measurement of visual acuity limens. *J. opt. Soc. Amer.*, 1955, 45, 834-838.—"Checkerboard targets to be used in the precise measurement of visual acuity have been validated with the aid of a chi-square statistic. Secondary cues which lead to spurious data have been eliminated in some targets by using a black border, and accurate acuity measurements were obtained. For the conditions under which we worked we established the interchangeability of varying visual angle in small ranges (a) by changing target size and (b) by changing target distance. The range of stimuli required to establish an acuity limen is approximately 12 sec of visual angle."—F. Ratliff.

6744. Nathanson, Morton; Bergman, Philip S., & Bender, Morris B. Monocular nystagmus. *Amer. J. Ophthalmol.*, 1955, 40, 685-692.—In 3 cases of acquired monocular nystagmus, exclusion of visual stimuli failed to alter the nystagmus; possible anatomical sites for lesions accounting for this were considered.—D. Shoad.

6745. Oyama, Tadasu. (U. Tokyo, Japan.) Zukei zankō no jikkenteki kenkyū II; kükanteki yōin ni tsuite. (Experimental studies on figural after-effects II; spatial factors.) *Jap. J. Psychol.*, 1954, 25, 195-206.—Spatial factors of figural after-effects were studied with circles used as inspection (I) and test (T) figures under varying conditions. With T held constant, maximal over-estimation occurs when the ratio of diameter of I to T is 1:2, maximal under-estimation when the ratio is 2:1. When the ratio of diameter of I to T is held constant, the amount of after-effect is directly related to the size of T. When I is held at half a distance of T from the subject, the retinal size rather than the apparent size determines the figural after-effect. When the distance between the centers of I and T is varied, the after-effect slightly decreases as the

distance increases. In Japanese with English summary, p. 223.—A. M. Niyeikawa.

6746. Pascal, Joseph I. The effect of version and vergence movements on ocular torsion. *Amer. J. Ophthalmol.*, 1955, 40, 735-737.—Torsion movements occurring on oblique eye movements (intorsion) or convergence movements (extorsion) are of different types even though the direction of gaze is the same; secondary action of the medial rectus probably accounts for this reversal of torsion.—D. Shaad.

6747. Petherbridge, P., & Hopkinson, R. G. (D.S.I.R. Building Research Station, Garston, Watford, Eng.) A preliminary study of reflected glare. *Trans. Illum. Engng Soc. Lond.*, 1955, 20, 255-257.—Subjective reports indicate that "reflected glare" is actually, apart from the disability effect, a combination of a mild degree of the pain-discomfort associated with direct viewing of a glare source, together with a predominant sensation of distraction which causes a subjective feeling of irritation and dissatisfaction far in excess of the actual pain-discomfort present.—R. W. Burnham.

6748. Potts, Albert M., Praglin, Julius; Farkas, Irene; Orbison, Lowell, & Chickering, Donald. Studies on the visual toxicity of methanol Part VIII. Additional observations on methanol poisoning in the primate test object. *Amer. J. Ophthalmol.*, 1955, 40 (5, Pt. 2), 76-83.—Cyst formation in the external nuclear layer of the retinas from bicarbonate-treated methanol-poisoned monkeys was demonstrated; changes in the basal ganglia were also demonstrated.—D. Shaad.

6749. Purdy, Jean, & Gibson, Eleanor J. (Cornell U., Ithaca, N. Y.) Distance judgment by the method of fractionation. *J. exp. Psychol.*, 1955, 50, 374-380.—By the method of fractionation bisected and trisected a 300-yd. stretch of ground. Found that Ss could divide the distance with very good accuracy. Judgments not based on the magnitude of the visual angle subtended by different distance stretches. The constant error tends to be positive as the dividing marker approaches S while it is less positive or negative when the marker withdraws. Fractionation was not improved by correcting S's errors nor was variability reduced.—J. Arbitt.

6750. Rady, A. A. (Imperial Coll. Sci. & Tech., London, Eng.) Relative contribution of disparity and convergence to stereoscopic vision. *Nature, Lond.*, 1955, 175, 305-306.—Using a modification of Wright's apparatus for measuring stereoscopic acuity, it was found that acuity was greater when the subject was allowed to fixate first one target and then the other than if he were required to fixate only one target while viewing the other extrafoveally. The greater acuity under the former condition is attributed to the operation of the convergence factor which is absent in the latter situation. Assuming convergence and disparity combine additively, the author computes the relative contribution of each, and finds that the contribution of convergence is relatively small, about 10% for foveal vision.—R. E. Edwards.

6751. Reuning, H. A new flicker apparatus for measuring individual differences. *Acta psychol.*, 1955, 11, 447-466.—To study flicker phenomena, 3 groups of 8 subjects each were exposed to a new type of apparatus with these results: CFF is a per-

sonal characteristic which must be tested twice for accuracy; there are no systematic variations over five consecutive days; the groups showed significant differences under different lighting conditions; there is a significant "r" between CFF and alpha frequency of EEG. 18 references.—G. Rubin-Rabson.

6752. Robinson, Edward J. (Boston U., Mass.) The problem of form in visual perception. *Amer. J. Optom.*, 1955, 32, 599-615.—A discussion of various theories of form perception is presented. This includes some historical notions, pre-Gestalt, Gestalt, and contemporary theorizing. Much of this latter work can be grouped under problems categorized as those of detection, recognition, area, edge, and perimeter/area.—T. Shipley.

6753. Schapero, Max; Weymouth, Frank W., & Hester, Margaret. (Los Angeles Coll. Optometry, Calif.) The effect of fixation distance and the A.C.A. ratio on the angle of anomaly. Part I. *Amer. J. Optom.*, 1955, 32, 630-646.—Considering both harmonious and unharmonious anomalous correspondence, three possible effects of distance and the A.C.A. ratio on the angle of anomaly are discussed. These are: (1) "The angle of anomaly remains constant and the anomalous associated area is stimulated by means of an anomalous fusional movement. . . ." (2) "The angle . . . varies directly with the A.C.A. ratio and fixation distance." (3) "The angle of anomaly is constant and the subjective and objective angles are covariants." An experimental procedure is described which may be used to distinguish between these possibilities.—T. Shipley.

6754. Schumacher, C. F., & Lauer, A. R. (Iowa State U., Ames.) Laboratory analysis of a group screening test for visual acuity. *Amer. J. Optom.*, 1955, 32, 647-659.—A laboratory analysis was made of a pencil-and-paper group screening test of visual acuity. 100 college students were randomly divided into four groups . . . and each of the groups was subjected to one of four experimental conditions using a 2 x 2 design. The four conditions were paired combinations of ten inches and sixteen inches distance, with four and sixteen foot candles of illumination. . . . It was found, for near-point acuity, that the test results correlated well with results on the Ortho-Rater, but further work must be done, particularly on far-point acuity, before such a test may be offered for general use.—T. Shipley.

6755. Summerfield, Arthur, & Miller, Kenneth M. (U. Coll., London, Eng.) Visual illusion and figural after-effect, with and without fixation. *Quart. J. exp. Psychol.*, 1955, 7, 149-158.—Results on 40 observers of the effects of fixation and non-fixation on the relative magnitudes of figural after-effect and immediate illusion indicate ". . . (a) that illusory displacements exceed after-effect displacements, contrary to Köhler and Wallach's (1944) non-quantitative observation, (b) that virtually no after-effect occurs in the absence of fixation as observation condition, (c) that while fixation is necessary to the production of after-effects, observation without fixation favours a significantly larger illusory effect."—M. J. Wayner, Jr.

6756. Vanderplas, James M. (Aero Medical Lab., Wright-Patterson AFB., O.) The apparent size of objects viewed through telescopes. *USAF*

WADC Tech. Rep., 1954, No. 54-459, iv, 15 p.—This report considers several factors, inherent in the design of optical systems, which could conceivably operate to produce size and distance distortion. These factors are related, then, to several phenomena of visual perception of size and distance. A theoretical approach is suggested for the solution of the problem of object appearance when viewed through telescopes and periscopes.—R. T. Cave.

6757. Verhoeff, F. H. The so-called blindspot mechanism. *Amer. J. Ophthalmol.*, 1955, 40, 802-808.—A criticism of K. C. Swan's Gifford lecture on "The blindspot mechanism in strabismus" is presented.—D. Shaad.

6758. Wald, George. The photoreceptor process in vision. *Amer. J. Ophthalmol.*, 1955, 40 (5, pt. 2), 18-42.—The biochemical functions of the visual pigments and their physiological correlations are reviewed in detail. 74 references.—D. Shaad.

6759. Weiss, E. C. The effects of magnification on vision in relation to Ordnance optics. *U. S. Army Ord. hum. Engng Lab. Tech. Rep.*, 1955, No. 4, 21 p.—Visual acuity measures were obtained at a range of 100 yds. under desert conditions. 20 Ss viewed Landolt rings with the naked eye, with medium density Calobar sunglasses, and with 6 x 30, 7 x 50, and 10 x 50 binoculars. Depth perception was also tested for each of the magnifications at ranges of 200, 400, 800 and 1600 yds. Two white tombstone targets were used at each range using the Method of Constant Stimuli. The 7 x binoculars appear to provide optimum performance for hand-held instruments. "Beyond this level the law of diminishing returns seems to be in operation."—M. I. Kurke.

6760. Wulff, V. J. (Syracuse U., N. Y.), Fry, W. J., & Linde, F. A. Retinal action potential—theory and experimental results for grasshopper eyes. *J. cell. comp. Physiol.*, 1955, 45, 247-263.—In the dark adapted grasshopper eye (*Melanoplus differentialis*) data are presented which show that with constant flash duration, as intensity was decreased corneal potential magnitude decreased and latency increased. At each intensity level, potential magnitude increased with flash duration and then remained constant. Latent period decreased with increasing intensity for the 4 levels of flash duration used. The authors believe that the magnitude process and latency process are independent. They present a kinetic model for the potential generating mechanism based on the kinetics of photochemical substances.—A. C. Goldstein.

(See also abstracts 6498, 6499, 6500, 6505, 6841, 7700)

AUDITION

6761. Bachem, A. (U. Illinois, Coll. Med., Chicago.) Absolute pitch. *J. acoust. Soc. Amer.*, 1955, 27, 1180-1185.—The author reviews his work and related work on absolute pitch. He distinguishes between the "pseudo-absolute pitch" and "absolute pitch" by four criteria: accuracy of report, speed of report, extent of skill over the entire range, and distribution of errors.—J. Pollack.

6762. Choo, Tong-He. (Ewha Woman's U., Seoul, Korea.) A study of the time error in esthetic judgment of auditory stimuli. *Stud. Psy-*

chol. Ewha Woman's U., 1954, No. 1, 67-83.—Paired tone, rhythm, and melody stimuli were presented to 234 high school girls by tape recorder. The second of each pair was judged more or less pleasant than the first. Pause intervals between stimuli were 1, 3, and 10 seconds. "Fairly consistent and significant negative time errors were found for melody regardless of increasing pause intervals," but for tone and rhythm the time errors were less conclusive. Increasing pause intervals showed no consistent influence.—C. M. Louttit.

6763. Corliss, Edith L. R., & Koidan, Walter. (Nat'l Bureau Standards, Washington, D. C.) Mechanical impedance of the forehead and mastoid. *J. acoust. Soc. Amer.*, 1955, 27, 1164-1172.—Physical parameters of the mechanical impedance of the forehead and mastoid are determined for purposes of calibration of bone conducting units.—J. Pollack.

6764. Diamond, I. B. The temporal lobes and auditory pattern discrimination. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 566-567.—Abstract.

6765. Egan, James P., & Thwing, Edward J. (Indiana U., Bloomington.) Further studies on perstimulatory fatigue. *J. acoust. Soc. Amer.*, 1955, 27, 1225-1226.—The change in apparent loudness of a continuously presented tone (auditory adaptation or perstimulatory fatigue) was examined by several experimental procedures. These procedures evaluated the effect of brief re-stimulation of the adapted ear and the role of sound localization.—J. Pollack.

6766. Flanagan, James L. (Mass. Inst. Tech., Cambridge, Mass.) Difference limen for the intensity of a vowel sound. *J. acoust. Soc. Amer.*, 1955, 27, 1223-1225.—Differential intensity thresholds were obtained for a synthetic vowel sound by constant stimuli "same-different" tests. The average differential threshold in these tests was 1.5 db. Systematic time-errors were noted as a function of the time interval between the reference and comparison sounds.—J. Pollack.

6767. Hirsh, I. J., & Bilger, R. C. (Central Inst. Deaf, St. Louis, Mo.) Auditory-threshold recovery after exposures to pure tones. *J. acoust. Soc. Amer.*, 1955, 27, 1186-1194.—The recovery of the auditory threshold at 1000 cps and at 1400 cps was determined following exposure to a 1000-cycle tone. Following exposure to a low level tone (20 db), the initial change in hearing loss is low and the course of recovery is monophasic. Following exposure to a high level tone (80 db), the initial change in hearing loss is great and the course of recovery is polyphasic. It is suggested that two recovery processes are operable and that only one process is triggered by low level exposure.—J. Pollack.

6768. Kalmus, H., Denes, P., & Fry, D. B. (Univ. Coll., London Eng.) Effect of delayed acoustic feed-back on some non-vocal activities. *Nature, Lond.*, 1955, 175, 1078.—Acoustic feed-back which was delayed 0.25 sec. was found to interfere with whistling, playing a musical instrument, and even rhythmical hand clapping. Thus other behavior besides speech can be interfered with by delaying, with the aid of recording and playback equipment, the hearing by the subject of sounds that he has made. Marked individual differences with respect to the amount of interference produced were noted.—R. E. Edwards.

6769. Köhler, W. (Swarthmore Coll., Pa.), Neff, W. D., & Wegener, J. Currents of the auditory cortex in the cat. *J. cell. comp. Physiol.*, 1955, 45, Suppl. 1, 1-24.—During stimulation by sounds a smooth electric flow can be registered from the auditory cortex of the cat. No such responses to sounds have so far been obtained from other areas of the cat's brain. Records of the DC currents could only be obtained under light anesthesia and varied greatly in their temporal characteristics. Sound stimulation tended to enhance rather than block auditory area spontaneous rhythms. Corneo-retinal potentials are ruled out as explanations.—A. C. Goldstein.

6770. Köhler, W., & Wegener, J. (Swarthmore Coll., Pa.) Currents of the human auditory cortex. *J. cell. comp. Physiol.*, 1955, 45, Suppl. 1, 25-54.—Electrical responses to sound obtained by surface electrodes on the human skull are similar to those obtained from cats with electrodes on the dura when sound stimulation is used in both. The best placement of the electrode was on top of the head. Repetitive stimulation reduced the surface negativity and was often followed by reversal of polarity. Sound stimulation did not abolish spontaneous rhythm in the temporal lobe. After prolonged stimulation, electrical changes may persist. These effects were similar to those previously observed in vision.—A. C. Goldstein.

6771. Michels, Walter C., & Doser, Beatrice Taylor. (Bryn Mawr Coll., Pa.) Rating scale method for comparative loudness measurements. *J. acoust. Soc. Amer.*, 1955, 27, 1173-1180.—A recently developed method for the use of comparative rating scales in psychophysical measurements has been applied to loudness judgments. It is found that the theoretical predictions are verified to within the experimental accuracy but it is indicated that the method is subject to certain limitations, which prevent complete verification of the theory. The values of the various undetermined parameters which enter into the prediction of judgments have been determined. It is found that the self-adaptation in hearing is large (80%), and that the effects of residual stimuli and of other stimuli than the standard or the stimulus being judged are extremely small.—I. Pollack.

6772. Moser, Henry M., & Dreher, John J. (Ohio State U., Columbus.) Effects of training on listeners in intelligibility studies. *J. acoust. Soc. Amer.*, 1955, 27, 1213-1219.—The intelligibility of English monosyllabic words was examined as a function of the amount of experience of the listeners with the speech materials. Improvement with increased exposure was observed but the effects of training were differential with respect to the number of speech sounds per word. It was concluded that "the effect of training on listener response is of such sensitivity that to ignore it in experimental studies can be enough to render other controls invalid."—I. Pollack.

6773. Oakes, W. F. An experimental study of pitch naming and pitch discrimination reactions. *J. genet. Psychol.*, 1955, 86, 237-259.—This study is designed to test if the most accurate pitch namers are the most accurate pitch discriminators. The conclusion reached is that they are separate abilities developed through experiences with tones.—Z. Luria.

6774. Oyer, Herbert J. (Ohio State U., Columbus.) Relative intelligibility of speech recorded

simultaneously at the ear and mouth. *J. acoust. Soc. Amer.*, 1955, 27, 1207-1212.—Speech was recorded simultaneously at the ear (microphone in ear canal) and at the mouth (microphone before lips) with the speaker in quiet. The intelligibility of the materials was tested under three speech-to-noise ratios. Ear-emitted speech was consistently more intelligible than mouth-emitted speech.—I. Pollack.

6775. Pollack, Irwin. (Bolling AFB, Washington, D. C.) Sound level identification and intertrial stimulus variations. *J. acoust. Soc. Amer.*, 1955, 27, 1222-1223.—The identification of the sound level of a 1000-cycle tone was examined for two restricted ranges of sound levels. The independent variable was the rate of shifting between the two ranges. Identification improved as the rate of shifting between the two ranges decreased.—I. Pollack.

6776. Poulton, E. C. (Applied Psychol. Res. Unit, Cambridge, Eng.) Simultaneous and alternate listening and speaking. *J. acoust. Soc. Amer.*, 1955, 27, 1204-1207.—Recorded continuous speech was presented under two conditions: (1) the listener was required to repeat simultaneously what he heard, and (2) pauses of 4 seconds permitted the listener to repeat what he heard alternately between successive breaks in the material. Higher error scores were associated with the simultaneous listening condition than with the alternate listening conditions.—I. Pollack.

6777. Sandstad, J. (U. Oslo, Norway.) Note on the observation of the Tartini pitch. *J. acoust. Soc. Amer.*, 1955, 27, 1226-1227.—Meyer has described experiments in which the apparent pitch of a combination of two tones is not the harmonic of either of the original frequencies, but, rather, a combination of the frequencies. From these experiments, Meyer concludes in favor of his hydraulic theory of hearing. The author points out that simple nonlinear mechanical systems give rise to combination frequencies which are in agreement with those observed by Meyer.—I. Pollack.

6778. Stevens, S. S., & Poulton, E. C. (Harvard U., Cambridge, Mass.) The estimation of loudness by unpracticed observers. *J. exp. Psychol.*, 1956, 51, 71-78.—Tested the ability to make consistent quantitative judgments of the relative loudness of tones on their first trials. Also explored some biasing factors in these experiments. The methods of adjustment and of magnitude estimation were used. On the first trial both methods corroborate the findings of other studies in this area and indicate that O can adjust the intensity of a tone to produce an arbitrary loudness ratio as well as make direct numerical estimates of the relative loudnesses produced by different intensities.—J. Arbit.

(See also abstracts 7108, 7132, 7133, 7628)

RESPONSE PROCESSES

6779. Anthony, Adam. (Pennsylvania State U., University Park.) Effects of noise on eosinophil levels of audiogenic-seizure-susceptible and seizure-resistant mice. *J. acoust. Soc. Amer.*, 1955, 27, 1150-1153.—Activation by noise of the adreno-cortical system (as measured by changes in eosinophil level) was studied in two strains of mice differing in sus-

ceptibility to audiogenic seizures. A single noise burst produced moderate changes of eosinophil level in seizure-resistant mice and marked changes in seizure-susceptible mice, but recovery was complete in 24 hours. It is concluded that "noise stimulation acts as a mild stress stimulus and is harmful only when it results in the production of fatal convulsions."—*I. Pollack.*

6780. Baerends, G. P., Brouwer, R., & Waterbolk, H. T. (U. Groningen, Netherlands.) Ethological studies on *Lebistes reticulatus* (Peters). I. An analysis of the male courtship pattern. *Behaviour*, 1955, 8, 249-334.—The courtship activities of the male viviparous cyprinodontid fish, *Lebistes reticulatus* are described and analyzed into their ethological determinants and components. An attempt is made to "explain the form of the courtship as the result of interactions of the sexual, the aggressive and the fleeing instincts." 66-item bibliography, 27 figures. German summary.—*L. I. O'Kelly.*

6781. Balch, C. C. (U. Reading, Eng.) Sleep in ruminants. *Nature, Lond.*, 1955, 175, 940-941.—During digestion experiments with cattle it was noted that the animals never appeared to sleep. This finding was supported by a search of the literature on the behavior of sheep and cattle, and by communications with other investigators. From the author's own experiments and the reports of others, he concludes that "... under normal conditions of management healthy adult cattle and sheep, and probably ruminants in general, sleep little, if at all. If sleep does occur, it can only be of a very light and transient nature. This peculiarity of ruminants may be related to the need for maintaining the thorax in an upright position for proper functioning of the reticulo-rumen, and to the requirement of time and consciousness for rumination."—*R. E. Edwards.*

6782. Bellak, Leopold. An ego-psychological theory of hypnosis. *Int. J. Psycho-Anal.*, 1955, 36, 375-378.—Theorizes that hypnosis is a "special case of the self-excluding function of the ego. A topological regression takes place from conscious perception to preconscious functioning similar to the performance of routine tasks. However, the libidinal factors should not be ignored; a complete theory of hypnosis must take into account the libidinal relationship between hypnotist and patient."—*G. Elias.*

6783. Chall, Leo P. (Brooklyn Coll., N. Y.) The reception of the Kinsey Report in the periodicals of the United States: 1947-1949. In *Himmelhoch, J., & Fava, S. F., Sexual behavior in American society*, (see 30: 6798), 364-378.—In examining the literature on the first Kinsey Report the author did a quantitative analysis of 6 themes: (1) statistical; (2) interviewing; (3) sexual activity; (4) social-level or class; (5) normality; and (6) ideal-real. He classified authors into groups of what he called "producers," "adapters," and "communicators" of ideas and found that there was no uniformity in these authors' discussions of the Report. Generally, the producers were more favorable than the other types of authors. It was found that the later the review or article of the Report the more likely that it was unfavorable.—*R. M. Frumkin.*

6784. Clausen, John A. (N.I.M.H., Bethesda, Md.) Biological bias and methodological limitations in the Kinsey studies. *Soc. Probl.*, 1954, 1,

126-133.—Because Kinsey and his associates had a biological bias, virtually no significant information on how sexual experiences have affected people's lives is presented. "Kinsey has indeed amassed an impressive body of statistics on types and frequencies of sexual performance, though much less on relationships."—*R. M. Frumkin.*

6785. Crandall, Vaughn J., & Preston, Anne. (Fels Res. Inst., Yellow Springs, O.) Patterns and levels of maternal behavior. *Child Developm.*, 1955, 26, 267-277.—The Fels Parent Behavior Rating Scales were applied to a group of mothers of the middle-class, similar in all respects to the original group studied by the originators of the scales. In all but one behavior category, the maternal behavior patterns were found to be similar. The mothers also filled out a self-rating scale, results of which were found to be in "moderate agreement" with the scores on the Fels scales.—*L. S. Baker.*

6786. Curtius, Annette R. (U. Tübingen, Germany.) Über angeborene Verhaltensweisen bei Vögeln, insbesondere bei Hühnerküken. (On innate behavior patterns in birds, especially domestic chicks.) *Z. Tierpsychol.*, 1954, 11, 94-109.—Models of various sizes were used to study food-pecking in newly hatched chicks, turkeys, and lapwings. Each species showed a size preference proportional to its body size. Choice of colored models was a function of maximum figure-ground contrast rather than of wavelength; conversely, choice of gray models on gray grounds showed a preference for minimum contrast. Geometrical form did not influence preference. Innate preferences may be strengthened or weakened by learning.—*C. J. Smith.*

6787. Davis, R. C., Buchwald, Alexander M., & Frankmann, R. W. (Indiana U., Bloomington.) Autonomic and muscular responses, and their relation to simple stimuli. *Psychol. Monogr.*, 1955, 69 (2), (No. 405), 71 p.—The authors have investigated: (1) the interrelation of various cardiovascular response measures; (2) the stimulus effect of b.p. measuring technique; (3) the effect of stimulus repetition upon various response elements and their interrelation; (4) responses as functions of auditory stimulus intensity; and (5) the nature of responses to a variety of cutaneous stimuli. As a result of their studies they have found "evidence of a number of different but overlapping response systems whose differential action is related to the nature of the stimulus and whose characteristics can be modified by stimulus repetition." 52 references.—*M. A. Seidenfeld.*

6788. Ehrmann, Winston W. Social class and pre-marital coitus among male and female college students. *Soc. Probl.*, 1954, 1, 155-159.—"... a small number of highly active females who come from the very bottom of the social scale, many of whom are classified as pick-ups in our study, probably account for an appreciable part of the difference between the premarital coital experience of male and female collegians."—*R. M. Frumkin.*

6789. Engelmann, Carlheirich. Beobachtungen an einen Hühnerzwittr. (Observations on a hermaphrodite chicken.) *Z. Tierpsychol.*, 1954, 11, 110-112.—"The behaviour of a hermaphroditic ... pullet is described. Sound utterances and behaviour patterns were those of a hen, the readiness to fight as

well as the strength that of a cock. The bird was treated as a hen by cocks and as a cock by hens."—C. J. Smith.

6790. Fava, Sylvia F., & Chall Leo P. (Brooklyn Coll., N. Y.) Some published material referring to the first two Kinsey Reports: September 1947, to August 1954. In Himelhoch, J., & Fava, S. F., *Sexual behavior in American society*, (see 30: 6798), 417-435.—260-item bibliography of all books, pamphlets, editorials, and articles which deal directly with any relevant aspect of the Kinsey Reports.—R. M. Frumkin.

6791. Foote, Nelson N. (U. Chicago, Ill.) Sex as play. *Soc. Probl.*, 1954, 1, 159-163.—Play generates its own morality and values. Those who think that sex as play is bound to be sinful manifest essential ignorance and misunderstanding about the nature of play. All play requires a set of rules and such rules provide the players with certain responsibilities which make play possible. Sex as play has come to Sweden but few Americans, as yet, have been able to understand it as such. "Exploration of the morals and values which might emerge from a forthright public acceptance of sex as play is obviously a task for extended research."—R. M. Frumkin.

6792. Fredericson, E., Story, A. W., Gurney, N. L., & Butterworth, K. The relationship between heredity, sex, and aggression in two inbred mouse strains. *J. genet. Psychol.*, 1955, 87, 121-130.—"The behavior of C57BL mice indicates that sexual behavior is capable of abolishing or delaying aggressive behavior. On the other hand, the behavior of the BALB/C mice shows aggressive behavior to be completely dominant over sexual activity. We must conclude, therefore, that the relationship between sexuality and aggressiveness is influenced by the hereditary background of the organism."—Z. Luria.

6793. Frumkin, Robert M. (U. Buffalo, N. Y.) Early American sex customs. *Sexology*, 1956, 22, 354-361.—Early American sex customs are traced from their common historical stem—English culture. Puritan sexual morality and attitudes, the custom of bundling (essentially Dutch in origin), smock marriages, and the status of women in New England and the Southern colonies were discussed. There was also presented little known historical facts about American utopian sexual communities: the experiments of George Rapp, Robert Owen, Anna Lee, and John Humphrey Noyes at New Harmony, Indiana, Economy, Pennsylvania, Hancock, New York, and Oneida, New York. Present day sex customs were then compared with earlier American customs.—R. M. Frumkin.

6794. Gilbert, Arthur. A Rabbinic theory of instincts. *Psychoanalysis*, 1955, 3(3), 36-43.—The Rabbis believed that man struggled with conscience and instinct. God endows man with good and evil impulses but man then carves his own destiny. The evil impulse begins at birth, 13 yrs. prior to the manifestation of the good impulse. Noble and spiritual behavior can derive from sexual impulses. Denial, repression, flight, reaction formation, and intellectualization were institutionalized defense techniques to master evil impulses. The Rabbis would also urge self-acceptance. In the absence of psychoanalysis the Talmud advised the sinner, after all else had

failed, to go to a place where he was unknown, put on black clothes, and do what his heart desired.—D. Prager.

6795. Guhl, A. M. The social order of chickens. *Sci. Amer.*, 1956, 194(2), 42-46.—The pecking order in chicken flocks is described and its relation to mating behavior examined. Mating receptivity is related to the hen's position in the flock hierarchy, and will change if the relative position is changed by manipulating the flock size or membership.—C. M. Louttit.

6796. Hayward, Sumner C. (Carleton Coll., Northfield, Minn.) Development and modification of sexual behavior in the infant rat. *Yearb. Amer. phil. Soc.*, 1954, 185-186.—Abstract.

6797. Herter, Konrad, & Ohm-Kettner, Immedagmar. Über die Aufzucht und das Verhalten zweier Baumarders (*Martes martes* L.). (On the rearing and behavior of two pine martens, *Martes martes*, L.) *Z. Tierpsychol.*, 1954, 11, 113-137.—The development of 2 pine martens, observed in a zoological garden, is studied from the 6th week to the 8th month of life. The observations are analyzed with reference to orientation, defensive protection, hunting, intelligent behavior, and vocal expression.—C. J. Smith.

6798. Himelhoch, Jerome (Brandeis U., Waltham, Mass.), & Fava, Sylvia F. (Eds.) *Sexual behavior in American society; an appraisal of the first two Kinsey reports*. New York: W. W. Norton, 1955. xvii, 466 p. \$5.00.—Part one deals with theories and methods in the study of human sexuality, part two deals with sexual patterns and social institutions, and the last part with the impact of the Reports upon social attitudes and behavior. A 260-item bibliography on published material referring to the Reports is also included.—R. M. Frumkin.

6799. Hitchcock, Harold B. (Middlebury Coll., Vt.) The orientation of homing pigeons. *Yearb. Amer. phil. Soc.*, 1954, 145-146.—Abstract.

6800. Krott, Peter. Über einen Versuch, zwei Elche als Zugtiere zu benützen. (On an attempt to employ two elk as draft animals.) *Z. Tierpsychol.*, 1954, 11, 304-318.—Two young Scandinavian elk were reared artificially from the age of three weeks. They became imprinted to their keepers and remained tame until they were transferred to a zoological garden. An attempt to use them as work animals failed due to their indifference to commands.—C. J. Smith.

6801. Kuhn, Manfred H. (State U. Iowa, Iowa City.) Kinsey's view of human behavior. *Soc. Probl.*, 1954, 1, 119-125.—". . . In sum, we may infer from these particulars that Professor Kinsey looks upon man's 'true' nature as being his animal nature which would somehow find its most satisfying expression freed from the limiting and inhibiting norms imposed by culture. . . . With this as a scientific orientation he goes beyond science to take what amounts to a moral position; and alignment, not just with the principle of a freer discussion and inquiry of sex, but with the principle of greater and freer sexuality, the superiority of quick responses, the desirability of 100% orgasm in the sexual activity of both sexes." The author offers an alternative social psychological theory of human sexual behavior.—R. M. Frumkin.

6802. Landis, Judson T. (U. California, Berkeley.) The women Kinsey studied. *Soc. Probl.*, 1954, 1, 139-142.—It seems that Kinsey's sample of women was weighted with a very select group of extremely responsive females, most of whom could be classified as sexually promiscuous. This group of women is characterized by many sex experiences, failure to marry, or if married having many extra-marital sex experiences, and a high proportion of marriage failures.—R. M. Frumkin.

6803. Malcolm, Norman. (Cornell U., Ithaca, N. Y.) Dreaming and skepticism. *Phil. Rev.*, N. Y., 1956, 65(1), 14-37.—Malcolm seeks to prove that true sleeping and waking states differ from each other physiologically, psychologically, and philosophically. To claim that one is asleep when one is awake is to be self-contradictory. He questions whether one who is sound asleep can have thoughts while in this state. Dreams may be "partly a perception of reality" and may result when there is existent in the dreamer less than perfectly sound sleep. One may dream that he is sound asleep without actually being in the true state of sound sleep. The hypothesis here is that if one is actually sound asleep he cannot experience anything. Anyone who has actually been asleep cannot testify to experiencing sensation without indicating that "he was at least partly awake."—M. A. Seidenfeld.

6804. Merrill, Francis E. (Dartmouth Coll., Hanover, N. H.) The Kinsey Report: manifest and latent implications. *Soc. Probl.*, 1954, 1, 169-172.—The manifest implications of the Kinsey Report deal with the objectives of scientific investigation and the right of man to know. The latent implications involve the realization that "In a social democracy, slowly freeing itself from theological constraints, the realization is gradually dawning that the pleasures as well as the responsibilities of sexual activity are the prerogatives of all social levels and conditions of life." Under latent implications the author stresses the significance of the symbolic aspects of sex relations in and outside of marriage. He shows that social control of sex behavior in the manifest sense implies the protection of other persons against forcible sexual exploitation, and, in the latent sense, implies protection of persons against themselves.—R. M. Frumkin.

6805. Pardi, L. (U. Torino, Italy.) Über die Orientierung von *Tylos latreillii* Aud. & Sav. (*Isopoda terrestria*). (The orientation of *Tylos latreillii* Aud. & Sav. (*Isopoda terrestria*)). *Z. Tierpsychol.*, 1954, 11, 175-181.—The wood louse has an orientation reaction enabling it to return to water when displaced into a dry region. Experiments with mirrors show that this orientation is dependent upon the presence of an area of blue sky. At night, orientation may take place with respect to the moon.—C. J. Smith.

6806. Parry, Hugh J. Suggestions for further research in sexual behavior and attitudes. In *Himelhoch, J., & Fava, S. F., Sexual behavior in American society*, (see 30: 6798), 126-131.—In lieu of the recent Kinsey errors in research methodology the author makes some worthy research suggestions: (1) probability samples should be thoroughly worked out in large, costly research studies so that samples are truly representative and interview techniques

should be devised which indicate the characteristics of the sample which refuses to cooperate in answering questions concerning sex; (2) ascertain the consistency between ideal and real sex behavior; (3) determine if any relation exists between the laws concerning sex and actual behavior; (4) determine if any relation exists between authoritarianism and sexual behavior; (5) ascertain whether anomie is in any way connected with present sexual behavior; (6) studies of attitudes toward various sexual practices.—R. M. Frumkin.

6807. Pilters, Hilde. (U. Freiburg, Germany.) Untersuchungen über angeborene Verhaltensweisen bei Tylopoden, unter besonderer Berücksichtigung der neuweltlichen Formen. (Investigations of innate behavior patterns of tylopoda, with particular consideration of New-World forms.) *Z. Tierpsychol.*, 1954, 11, 213-303.—The species-predictable behavior of the camel, llama, alpaca, vicuña, and guanaco is described and compared. Observations on zoo animals are classified under the headings of suckling, social behavior (spatial habits and defecation patterns), dominance order (aggressive and defensive aspects), sexual behavior and care of young, and play. 49 photographs; 85-item bibliography.—C. J. Smith.

6808. Sauer, Franz. (U. Freiburg, Germany.) Die Entwicklung der Lautäusserungen vom Ei ab schalldicht gehaltener Dorngrasmücken (*Sylvia c. Communis*, Latham) im Vergleich mit später isolierten und mit wildlebenden Artgenossen. (The development of vocal expression in White-throats (*Sylvia c. communis*, Latham) kept under soundproof conditions from time of hatching, compared with later isolation and with wild species.) *Z. Tierpsychol.*, 1954, 11, 10-93.—Six common White-throats were reared in isolation in soundproof rooms. All 25 call-notes characteristic of the species were uttered by these isolates in the same manner and in the same phase of life cycle as field-reared birds, except that one phase of the courtship song of the male was lacking. The only female isolate did not sing after the 13th day. The maturation of singing behavior is described in detail. 102-item bibliography.—C. J. Smith.

6809. Schmidt, Robert S. (U. Chicago, Ill.) Termite (*Apicotermes*) nests—important ethological material. *Behaviour*, 1955, 8, 344-356.—The nests of the African termite, *Apicotermes*, are described. The nests are species-specific, and show the phylogenetic relationships much more clearly than does the morphology of the various members of this genus. German summary.—L. I. O'Kelly.

6810. Scientific American Editors. Twentieth-century bestiary. New York: Simon and Schuster, 1955. xi, 240 p. \$1.00.—A collection of 24 articles reprinted from the *Scientific American* including 3 on animal mating behavior, 3 on the social insects, 5 on bird and bat navigation, and 3 on behavior studies of monkeys and apes. The remainder are biological and physiological in content.—C. M. Louttit.

6811. Slater-Hammel, A. T. (Indiana U., Bloomington.) Comparisons of reaction-time measures to a visual stimulus and arm movement. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 470-479.—"The purposes of this study were (1) to compare reaction-time measures for arm displacement

and a visual stimulus, and (2) to compare reaction-time measures for selected groups of varsity athletes, physical education majors, music majors, and liberal arts majors." It was concluded that only a modest relationship between the two reaction-time measures existed. However, significant differences in reaction time between the general groups were demonstrated with both reaction time measures.—*M. A. Seidenfeld.*

6812. Stamm, John S. Effects of cortical lesions upon the onset of hoarding in rats. *J. genet. Psychol.*, 1955, 87, 77-88.—Cortical lesions of 29-59% of the cortex "cause reductions, but not elimination, of hoarding activity in rats. Compared with the control animals, fewer of the operated rats hoarded and those which exhibited hoarding collected fewer pellets." However, once hoarding begins, it follows the general hoarding pattern.—*Z. Luria.*

6813. Trumbull, Richard. Once again—motion sickness. *ONR Res. Rev.*, 1955 (December), 19-23.—Summary description of research designed to test a number of anti-motion sickness drugs using as subjects troops being moved by sea. Bonamine® and Mareline® exhibited significantly greater effectiveness than other drugs tested.—*C. M. Louttit.*

6814. Vincent, D. F. Speed and precision in manual skill. London, Eng.: National Institute of Industrial Psychology, 1955. 19 p. (Rep. 11.)—This factor analysis study was undertaken to determine whether there actually are differences in ability distinguishing between capacity for speed in simple tasks and skill in performing complex tasks accurately. It was planned as a preliminary to investigation of whether differences in preference for the two categories of task are related to inherent psychological or physiological differences. A test battery, including five 'speed' tests, three 'speed-dexterity' tests, and five 'precision-dexterity' tests, was administered to 52 boys and 50 girls between 15 and 16.5 years. Three factors, designated A—'pure speed,' B—'skill of speed,' and C—'precision-dexterity,' were extracted. It was concluded that in view of the smallness of the contribution the B and C factors (A is considered minor) seem likely to make to the variances of workers' performances, major causes of preferences will need to be sought in personality or in situational circumstances.—*S. B. Sells.*

6815. Wagner, Helmuth O. Versuch einer Analyse der Kolibribalz. (Towards an analysis of mating behavior in the humming bird.) *Z. Tierpsychol.*, 1954, 11, 182-212.—The female humming bird hunts for a male after completing her nest. The courtship of the male consists of two stages: luring by a number of species-characteristic releasers, and the nuptial flight during which the male stimulates his partner by display flight. Young birds perform "play" flights which resemble courtship flights, and are regarded as a step towards them.—*C. J. Smith.*

(See also abstract 6598)

COMPLEX PROCESSES AND ORGANIZATIONS

6816. Bartoshuk, Alexander K. (McGill U., Montreal, Que., Can.) Electromyographic gradients as indicators of motivation. *Canad. J. Psychol.*, 1955, 9, 215-229.—EMG gradients were obtained dur-

ing a mirror drawing task. With Ss equated for practice, gradient slope was directly related to speed and accuracy of performance. Changes in gradient slope were related to rate of improved performance. Results support the hypothesis that EMG gradient slope is a direct function of the strength of motivation to perform a task.—*R. Davidson.*

6817. Brady, Joseph V., & Hunt, Howard F. (U. Chicago, Ill.) An experimental approach to the analysis of emotional behavior. *J. Psychol.*, 1955, 40, 313-324.—This is a review article, with 54 references, dealing with experimental studies on emotional disruption of behavior. Three main divisions are considered: general methodology, electroconvulsive shock, and ablation studies. The authors conclude that experimental results show that slight differences in method produce such wide result variations that the single broad principles several writers have used to explain acquired drives and other constructs fall inadequate.—*R. W. Husband.*

6818. Grote, L. R. Über die biotische Zeit. (Concerning biological time.) *Z. Altersforsch.*, 1955, 9, 193-207.—Biological time is not specifically related to chronological time. An individual chronologically old might be biologically young and vice versa. 34 references.—*R. M. Frumkin.*

6819. Häfner, Heinz. Über Wahrnehmungen und Bedeutungsstrukturen und ihre Beziehungen zur emotionalen Einstellung. (Structures of perception and meaning, and their relation to emotional attitudes.) *Z. exp. angewand. Psychol.*, 1953, 1, 568-604.

6820. Hamlin, Roy M., Stone, John T., & Moskowitz, Merle J. (U. Pittsburgh, Pa.) Rorschach color theories as reflected in simple card sorting tasks. *J. proj. Tech.*, 1955, 19, 410-415.—Five hypotheses derived from Rorschach theories of color were tested by having 84 college students and 64 psychiatric patients perform a number of sorting tasks of cards bearing different forms, colors, and combinations of forms and colors. The time required for sorting was recorded. Sorting was faster for color than for form; incongruities of color and form did not affect sorting efficiency; "color shock" was no more disruptive than "form shock"; no differences in performance were revealed between neurotics and schizophrenics; no evidence was found to link color with neurotic affect.—*A. R. Jensen.*

6821. Hohmann, George W. (U. California, Los Angeles.) Emotion and reflex activity. *J. Ass. phys. ment. Rehabil.*, 1955, 9, 165-167.—An investigation to determine whether quantitative changes in spasticity were associated with the experiencing of stress-producing stimuli and, if so, whether these changes were related to changes in function believed to reflect autonomic activity. Findings indicated "that stress causes changes in spasticity in paraplegic patients consistent with the theory that adrenergic substances inhibit reflex activity and cholinergic substances enhance it. Following a stressful experience, a short period of decreased spasticity is followed by a longer period of spasticity greater than the resting level. . . ." Implications of the findings for treatment of spasticity are discussed.—(Courtesy of *Rehabilit. Lit.*)

6822. Husman, Burris F. (U. Maryland, College Park.) Aggression in boxers and wrestlers as

measured by projective techniques. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 421-425.—A group of 9 boxers, 8 wrestlers, 9 cross-country runners and 17 control subjects, all in college athletic programs, were given the Rosenzweig P-F Study, selected TAT pictures, and a 20 item Sentence Completion Test at intervals throughout the athletic season. The test data were analyzed for number, severity and direction of aggressive responses. It was found that the boxers were considerably less aggressive than the other athletes as well as the controls. Cross-country runners were found to be more extra-punitive, less intra-punitive and impunitive than control subjects. Husman concludes that "This research tended to substantiate both the cathartic and circular theories of aggression."—*M. A. Seidenfeld.*

6823. Loomis, Earl A., Jr. Symbolic meaning of the elbow. *J. Amer. psychoanal. Ass.*, 1955, 3, 697-700.—The child first knows the cradling, concave aspect of the elbow while he later encounters the convex, rejecting aspect of the elbow which separates him from mother and draws his rival closer to her. The concavity is a vagina and the convex point a penis. The convex aspect of the elbow may suggest the breast also. The elbow is a bisexual symbol.—*D. Prager.*

6824. Mierke, Karl. (*U. Kiel, Germany.*) *Wille und Leistung.* (Will and achievement.) Göttingen: Verlag für Psychologie, 1955. 295 p. DM 28.60.—A series of 30 experiments dealing with varied aspects of motivation, dynamics, and achievement has been integrated into a theoretical frame of reference for vocational and industrial psychology. The volume presents reports of experimental laboratory investigations, characterological studies with both children and adults, and systematic investigations of pertinent hypotheses. Equipment is described in an appendix. 152 references.—*H. P. David.*

6825. Olds, James. (*McGill U., Montreal, Can.*) The growth and structure of motives: psychological studies in the theory of action. Glencoe, Ill.: The Free Press, 1956. 277 p. \$5.00.—Literature on the problem of secondary reinforcement is reviewed and a mechanistic theory of reward is presented which gives particular emphasis to the material on secondary reinforcement. "... sharpening up the variables and measures of the experimental procedures, [and] suggesting new illustrative and productive experiments that might increase knowledge in this field." The development proceeds from a "... twofold starting point of s-r theory on the one hand, and the system model, on the other, ... to derive a set of theories about higher order personality structures." The author believes that "... some of this theorizing contributes in a preparatory fashion toward studies which will break the barrier of levels between psychology and electrical neurophysiology." 69-item bibliography.—*S. J. Lachman.*

6826. Page, Horace A., & Markowitz, Gloria. (*U. Wisconsin, Madison.*) The relationship of defensiveness to rating scale bias. *J. Psychol.*, 1955, 40, 431-435.—The authors tried to see if differences in response to success and failure experiences between persons classed as defensive (personality questionnaire answers) would be greater than the differences between comparable groups described as non-defensive. Success or failure attitude was created by

reporting scores on a test described as "intellectual." The data partly support the theory that such persons tend to bolster sources of information which reflect favorably upon themselves while evaluating negatively sources of evidence suggesting their inadequacies.—*R. W. Husband.*

6827. Royce, Joseph R. (*U. Redlands, Calif.*) A factorial study of emotionality in the dog. *Psychol. Monogr.*, 1955, 69(22), (No. 407), 27 p.—A group of 55 pedigreed dogs of a wide variety of breeds were given a test battery consisting of 32 psychological, physiological and social measurements. Ten factors were extracted from the correlation matrix. These factors are represented by tentative categorical labels such as two factors associated with timidity, heart reactivity to social stimulation, aggressiveness, activity level, audiogenic reactivity and several others not yet interpreted. 108 references.—*M. A. Seidenfeld.*

6828. Schneider, Eliezer. (*U. Brasil, São Paulo.*) A atividade e a motivação da conduta. (Activity and motivation of behavior.) *Anu. Inst. Psicol.*, 1951, 1, 127-135.—Sensory receptors in animals, by complicated internal processes, activate the motor system to produce activity in response to internal and external stimuli. Motive—supplanting the older instinct—is a logical abstraction from observed behavior; they are conceived as primary and secondary (social, learned). The reduction of motive is sometimes accompanied by activity called emotional. Affects, interests, attitudes are defined as secondary motives. Sears and Mowrer, using materials from psychoanalysis, learning theory, and social psychology, have the most fruitful theory of personality: needs give rise to acts, varying according to environment until the need is satisfied, which is adjustment.—*E. C. Munro.*

6829. Smith, Wendell L. (*Bucknell U., Lewisburg, Pa.*) The role of emotionality in hoarding. *Yearb. Amer. phil. Soc.*, 1954, 186-187.—Abstract.

6830. Solley, Charles M., & Stagner, Ross. (*U. Illinois, Urbana.*) Effects of magnitude of temporal barriers, type of goal, and perception of self. *J. exp. Psychol.*, 1956, 51, 62-70.—Studied the relationship between valuation of self on temporal barriers (insoluble anagrams) and type of goal (neutral, negative- or positive-affective). Found that motivational intensity as measured by palmar sweating increased with increases in barrier magnitude. The direction and degree of motivational changes are joint functions of the three variables. Barrier behavior varies with the value the individual attaches to himself and with the type of affectivity of the goal word. Other findings, as well as theoretical discussion of the results, are also presented.—*J. Arbit.*

6831. Spiegelman, Marvin. (*U. California, Los Angeles.*) Effect of personality on the perception of a motion picture. *J. proj. Tech.*, 1955, 19, 461-464.—The hypothesis tested was that individual differences in the perception of a motion picture are a function of global aspects of personality as elicited by the Rorschach. Rorschachs were given to 24 Ss who had seen the technicolor film *Uirapurú*, and had answered open-ended questions about their perception of it. The Rorschachs and perceptual protocols were given to 4 clinical psychologists for matching. 3 of

the 4 judges matched 3 out of 6 correctly, P is .056, and one judge matched all 6 correctly, P is .001. The hypothesis was assumed to have received confirmation."—A. R. Jensen.

6832. Stewart, David A. *Preface to empathy*. New York: Philosophical Library, 1956. 157 p. \$3.75.—Empathy is thought to be the most important act in the life of one who aspires to become a person. Ethics, esthetics, and dynamic psychology have common ground in the act of empathy. To be empathic is what it means to be or to become a person. Knowing in empathy is distinguished from science though not opposed to it. Implications for a new personal psychology are considered. The following topics are treated: personal knowing; psychogenesis of empathy; empathy, common ground of ethics and of personality theory; the dynamics of fellowship; empathy, a creative process; towards a personal psychology; the problem of choice in scientific psychology; the criteria of empathy; the symbols of empathy.—M. O. Wilson.

6833. Sutcliffe, J. P. *Task variability and the level of aspiration*. *Aust. J. Psychol., Monogr. Suppl.*, 1955, No. 2, 85 p.—The dependence of aspiration upon performance is shown to be a function of task variability, dependence being total with minimal variability and independence total with maximum variability. When "correlation due to interrelations of performance is eliminated, the generality of 'aspiration' on low variability tasks approaches zero." The generality of aspiration on high variability tasks is, however, significantly greater than zero. Implications of the experimental results are discussed and literature regarding the level of aspiration is reviewed. 100-item bibliography.—P. E. Lichtenstein.

(See also abstracts 6543, 6668)

LEARNING & MEMORY

6834. Altea, Ennio. (Cagliari U., Italy) *Ricerche sperimentali sulla legge dell'effetto nell'uomo*. (Experimental research on the law of effect in man.) *Arch. Psicol. Neur. Psich.*, 1955, 16, 351-376.—The law of effect (Thorndike) is analyzed as related to specific experimental situations in children and adults. The experiments reported in this study concern 38 children aged 10-12, and 20 adults, aged 25-45. The experimental tasks are of different degrees of interest, and also "open" ("tâche ouverte" when retention is in view of a future task) or "closed" ("tâche fermée," when retention is limited to the stimulus as presented). The results show (1) that the tasks could represent situations approaching actual life situations, and (2) that in the "law of effect the principle of good result operating in function of simple 'satisfaction' is not valid either in children or in adults." The law of effect should be conceived as a "law of interest." 32-item bibliography. French, English and German summaries.—A. Manoël.

6835. Baranov, V. G. *Dannye o sostoianii vysshel' nervnoi deiatel'nosti pri tireotoksikoze i gipotireoze*. (Data on the state of higher nervous activity in thyrotoxicosis and hypothyreosis.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(3), 336-343.—The character of conditioned-reflex activity is described in hypothyroidism and thyroid toxicosis.—I. D. London.

6836. Birch, David, & Vandenberg, Victoria. (U. Michigan, Ann Arbor.) *The necessary conditions for cue-position patterning*. *J. exp. Psychol.*, 1955, 50, 391-396.—Rats were trained on a brightness discrimination problem which could be learned on the basis of absolute components alone, of patterned stimuli alone, or of both. A transfer task indicated the tendencies acquired to absolute components while a test task indicated tendencies to patterned stimuli. Viewing "response tendencies to both absolute and patterned stimuli as discrete stimulus elements is seen to account for the results while no simple configurational or relational analysis appears adequate to encompass all the data."—J. Arbib.

6837. Bourne, Lyle E., Jr., & Archer, E. James. (U. Wisconsin, Madison.) *Time continuously on target as a function of distribution of practice*. *J. exp. Psychol.*, 1956, 51, 25-33.—Distribution of practice facilitates performance in a rotary pursuit task. This improvement takes the form of more hits initially and shifts to longer hits later in practice. The ability to stay on target for long periods is learned less well under massed practice as compared to distributed practice.—J. Arbib.

6838. Bowen, Hugh M., & Woodhead, Muriel M. (Med. Res. Coun., Cambridge, Eng.) *Estimation of track targets after pre-view*. *Canad. J. Psychol.*, 1955, 9, 239-246.—After exposure of a full track on one of four grid displays (exponential polar coordinate, linear polar coordinate, exponential cartesian coordinate, and linear cartesian coordinate), the first $\frac{1}{4}$ of the track was exposed on the same display and the subject marked the end of the track. Underestimation of the distance to target was typical, and errors were greater with polar-type displays than with cartesian-type.—R. Davidon.

6839. Briggs, George E., & Brogden, W. J. (U. Wisconsin, Madison.) *The effect of component practice on performance of a level-positioning skill*. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-54, 6 p.—Reprinted from *J. exp. Psychol.*, 1954, 48, 375-380, (see 29: 5217).

6840. Brown, W. Lynn, & Humphrey, Carroll E. *A study of some factors involved in place learning*. *J. genet. Psychol.*, 1955, 86, 267-274.—"An elevated maze problem was presented to 12 animals in an effort to determine whether it was learned by visual, auditory, or olfactory cues. It was hoped that if visual cues were used as the basis for learning the problem the nature of the cues would be revealed by the tests. The results demonstrated that visual cues alone were used by the animals. . . . [These] cues were non-specific in nature."—Z. Luria.

6841. Bull, Nina. *The mechanism of goal orientation and the manner of its disruption*. *J. nerv. ment. Dis.*, 1955, 122, 42-46.—Principles that apply to goal-oriented behavior and to its breakdown in frustration are considered. The orienting function of vision and binocular breakdown as well as the role of the latter in a hitherto neglected aspect of the breakdown process are examined.—N. H. Pronko.

6842. Caldwell, Willard E., & Richmond, R. George. *The performance of hamsters in the maze situation utilizing gravitation and the vestibular sense as motivation*. *J. genet. Psychol.*, 1955, 87, 67-75.—"Golden hamsters were used . . . to

examine the learning curves of animals placed in a maze inclined at an angle of 21 degrees and with a level goal box, compared to the curves of animals running the same maze in a level position and with the goal box also level. . . . The experimental group generally required more time to reach the goal box and also committed more errors than the control group. . . .—Z. Luria.

6843. Caldwell, Willard E., & Tiedemann, John G. The performance of goldfish in the maze situation with the utilization of temperature as motivation and its reduction as reinforcement. *J. genet. Psychol.*, 1955, 87, 3-10.—"In this experiment 28 goldfish were utilized in a maze problem. Fourteen were used . . . where the temperature in the maze was 88 degrees F. and 66 degrees F. in the goal box. The other 14 were used in the control situation where the temperature was 66 degrees in both the maze and the goal box." Curves for mean time showed the experimental group to be superior; mean error curves showed the control group to be superior.—Z. Luria.

6844. Das, J. P. Effect of a completely dissimilar interpolated learning on 'retroactive inhibition.' *Indian J. Psychol.*, 1954, 29, 161-167.—Experiments by Robinson and others indicate that retroactive inhibition increases, reaches a maximum, and then decreases as the quality of interpolated material varies from extreme similarity to dissimilarity. The present experiment finds that even extreme dissimilarity of interpolated task, finger maze, exerts inhibition on first learning, memorized recitation of groups of auditorily presented consonants. The results support the anti-consolidation theory of retroactive inhibition.—H. Wunderlich.

6845. Detambel, Marvin H. (*U. Southern California, Los Angeles.*) Probabilities of success and amounts of work in a multichoice situation. *J. exp. Psychol.*, 1956, 51, 41-44.—This experiment simulated the common trouble-shooting situation in which a trouble symptom has a probabilistic relationship to several possible troubles and in which different amounts of work are required to check the various possibilities. Ss tended to select that situation which had the greatest probability of containing the trouble even though this choice required the most work.—J. Arbib.

6846. Detambel, Marvin H., & Stolurow, Lawrence M. (*U. Illinois, Urbana.*) Stimulus sequence and concept learning. *J. exp. Psychol.*, 1956, 51, 34-40.—Studied the relationship between concept learning and the degree of synchrony of relevant and irrelevant stimulus components occurring during the learning period. Utilizing ACE scores as measures of scholastic aptitude, supported the hypothesis that "the training efficiency of a series of stimulus items is negatively related to the degree of synchrony of relevant and irrelevant stimulus components in the series."—J. Arbib.

6847. Duncan, Carl P., & Underwood, Benton J. (*Northwestern U., Evanston, Ill.*) Transfer of training after five days of practice with one task or with varied tasks. *USAF WADC Tech. Rep.*, 1954, No. 54-533, v. 15 p.—Transfer among perceptual-motor paired-associate tasks was studied as a function of constant and varied training conditions. Following training, all groups were tested for transfer to 4 additional tasks. Neither method of varied

training yielded transfer superior to constant training. The results imply that if training task variations are introduced into training devices, the number of such variations should be such as to permit attainment of a high level of mastery on each within the available training time. Otherwise, there may be no advantage in varied training.—R. T. Cove.

6848. Ebbinghaus, Hermann. *Memory: a contribution to experimental psychology.* Providence, R. I.: The University Store, Brown University, 1955, 51 p. 55¢.—Photo-offset reprinting of the H. A. Ruger translation first published by Teachers College, Columbia University, in 1913.

6849. Fitzwater, M. E., & Thrush, Randolph S. (*Bowling Green St. U., O.*) Acquisition of a conditioned response as a function of forward temporal contiguity. *J. exp. Psychol.*, 1956, 51, 59-61.—Utilizing the instrumental finger-withdrawal-to-shock situation found that CS-USC interonset intervals of less than .1-sec. did not produce conditioning. The conventional acquisition curve was found with intervals from .2 to .4 sec. However, a .6-sec. group showed less acquisition than these groups but more than the groups under .1-sec.—J. Arbib.

6850. Flavell, John H. (*Clark U., Worcester, Mass.*) Repression and the "return of the repressed." *J. consult. Psychol.*, 1955, 19, 441-443.—"The present study investigated the effects of introduction and subsequent removal of threat to personal adjustment on the recall of nonsense syllables, some of which were indirectly associated with the threat. The experimental results confirmed the hypotheses that threat would produce a decrement in recall analogous to defensive repression and that subsequent threat removal would cause a partial reminiscence of forgotten material akin to Freud's 'return of the repressed.' The hypothesis that threat would be selective rather than general in its effect upon recall was not confirmed."—A. J. Bachrach.

6851. Forgas, Ronald H. (*U. Pennsylvania, Philadelphia.*) Influence of early experience on maze-learning with and without visual cues. *Canad. J. Psychol.*, 1955, 9, 207-214.—A "visual-motor group" and a "visual group" of rats were reared under different conditions from weaning to 85 days. In a multiple-unit closed-alley T-maze, the two groups were not significantly different in preliminary learning with visual cues, but the visual-motor group was superior in completing learning when the visual aids were removed.—R. Davidson.

6852. Funatsu, Takayuki. (*Kyushu Inst. Tech., Fukuoka, Japan.*) Hikaku sayō ni kansuru kenkyū VI; tan-itsu shigekihō ni okeru shigeki keiretsu no yakuwari ni kansuru jikkenteki kenkyū. (Studies on the comparison process IV; experimental studies on the role of stimulus series in the method of single stimuli and the relative method.) *Jap. J. Psychol.*, 1954, 25, 181-187.—The absolute method, the method of single initial standard and the relative method were used in lifted weight experiments. There were three stimulus series in which the standard stimulus occupied a position in the middle, near the beginning or near the end of the series. The author compares the PSE's obtained by the three different methods. In Japanese with English summary, pp. 221-222.—A. M. Niyekawa.

6853. Goldstein, Myron, & Rittenhouse, Carl H. Knowledge of results in the acquisition and transfer of a gunnery skill. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-45, 10 p.—Reprinted from *J. exp. Psychol.*, 1954, 48, 187-196, (see 29: 5230).

6854. Gomes Penna, Antonio. (U. Brasil, São Paulo.) Condicionamento e aprendizagem. (Conditioning and learning.) *Anu. Inst. Psicol.*, 1951, 1, 73-75.—Pavlov's studies of conditioning gave rise to fruitful studies in learning and to an objective study of discriminatory processes. The behaviorist theory was much altered by the Pavlov studies. Hull modified the theory to explain conditioning as the satisfaction of motivational states. Miller, Konorski, and Skinner distinguished classical conditioning (that of Pavlov) from instrumental (that occurring through exploratory, rewarding behavior). Guthrie claims that the distinction is one of experimental processes, not of results. Experiments have indicated that conditioned responses differ from the original in amplitude and in the elimination of bodily concomitants. As important as the original studies have been those on extinction of responses; these have been classified.—E. C. Munro.

6855. Gomes Penna, Antonio. (U. Brasil, São Paulo.) A motivação e o incentivo na aprendizagem. (Motivation and incentive in learning.) *Anu. Inst. Psicol.*, 1951, 1, 63-69.—With Woodworth, the author calls motives and incentives "sets" of an individual disposing him towards certain goals. Motivation is an internal impulse, incentives are objective "rewards" in the environment. Experiments indicate that learning is mediocre with motivation alone and no incentive. Learning is faster and greater with incentives. Performance is mediocre when the incentive is inadequate to the motive. Punishment reinforces associations. Experiments seem to indicate that the speed of learning depends principally upon satisfaction of the motivating impulse.—E. C. Munro.

6856. Gomes Penna, Antonio. (U. Brasil, São Paulo.) Temas da psicologia de aprendizagem. (Themes of the psychology of learning.) *Anu. Inst. Psicol.*, 1951, 1, 81-103.—Learning theory is today the central area of most psychology. The two principal theories are: (1) associative, or the progressive modification of behavior by reinforcement of receptor connections or fixation of new ones; (2) structuralist, or a progressive "insight" into problems. Motivation, primary and secondary, is considered essential to learning; Allport, contrary to the neo-behaviorists, considered secondary motivations autonomous. Interest is identified as a secondary motivation; in education interest is considered intrinsic, which is cumulative, or extrinsic. Little transfer of learning is found in motor areas, but more in learning involving mental processes.—E. C. Munro.

6857. Gorbov, F. D. K voprosu o "naviaz-chivnykh" patologicheskikh refleksakh i ikh lechenii. (On "obsessive" pathological reflexes and their treatment.) *Zh. vyssh. nervn. Deitel.*, 1955, 5(3), 370-375.—The measures for extinguishing pathological conditioned reflexes are described for three cases. The rationale for the treatment is Pavlovian.—J. D. London.

6858. Gorizontov, P. D. Protssy tormozheniia pri eksperimental'noi radiatsionnoi patologii.

(Processes of inhibition in experimental radiation pathology.) *Zh. vyssh. nervn. Deitel.*, 1955, 5(3), 318-327.—Changes in the cortical reactivity of rats, rabbits, and dogs, exposed to injurious dosages of X-rays, are described. Disturbance of conditioned-reflex activity occurs prior to the "development of a clinical picture of radiation sickness." Recovery depends on the typological properties of higher nervous activity. Higher mortality rates are noted for rats with "nonequibrated cortical processes"; lower rates for the "inhibited and strong types of higher nervous activity."—J. D. London.

6859. Griffiths, William J., Jr. (U. Mississippi, University.) Effect of stress on an extinguished fear response. *Science*, 1955, 122, 1267-1268.—"The present study reports the effect of stress induced by treadmill running on an extinguished conditioned fear response. . . . A modified Miller box was used for the acquisition of a conditioned fear response. . . . By means of standard conditioning procedure, ten male inbred albino rats were taught to escape shock in the white compartment by hitting the suspended weight with their forepaws." This response was extinguished by lack of reinforcement. Subjects were then exposed to treadmill running with noninjurious shock as a motivator and four subjects displayed convulsive seizures including comatose states. The author concludes that ". . . convulsive states that include coma are most effective in the reinstatement of a conditioned fear response."—S. J. Lachman.

6860. Hall, John F. Experimental extinction as a function of altered stimulating conditions. *J. genet. Psychol.*, 1955, 87, 155-158.—"Two groups of naive albino rats learned to escape from a white box to a black chamber . . . to avoid shock. The control Ss were then given typical extinction trials. Experimental Ss were given extinction trials under altered stimulating conditions. Results indicated the experimental Ss extinguished significantly more rapidly than their controls."—Z. Luria.

6861. Humphries, Michael, & Shephard, Alfred H. (U. Toronto, Ont., Can.) Performance on several control-display arrangements as a function of age. *Canad. J. Psychol.*, 1955, 9, 231-238.—Ss 5, 10, and 20 years of age were given 3 different tasks on the Toronto Complex Coordinator. If changes with age attributable to maturation facilitate all activities, then maturation should have an equal effect on responses to all control-display arrangements at a given age. However, differences in ease of learning were predicted, and might be attributed to perceptual-motor habits acquired through everyday experience.—R. Davidson.

6862. Hunter, Ian M. L. (U. Edinburgh, Scotland.) The warming-up effect in recall performance. *Quart. J. exp. Psychol.*, 1955, 7, 166-175.—In one experiment 120 adults recalled in successive 3-minute sessions names which began with a particular letter of the alphabet; a different letter was used in each session. A second experiment differed from the first in interpolating a 20-minute lecture between the first and second sessions. ". . . the performance of one recall task (e.g. recalling names which begin with N) facilitates the performance of a subsequent and similar, but not identical, recall task (e.g. recalling names which begin with K), provided the two tasks occur within a relatively short time of

each other. This facilitation has the characteristics of warming-up and suggests that recall may . . . be regarded as a high level skill."—*M. J. Wayner, Jr.*

6863. Jalota, S. An electrical point-maze apparatus for the study of "learning" with human subjects. *Indian J. Psychol.*, 1954, 29, 181-183.—The author has constructed a maze soon to be manufactured commercially. It is a board pierced by 100 screws arranged in 10 rows and 10 columns. A wire on the underside can be easily and quickly arranged to any desired maze pattern, and will operate signaling or rewarding devices when subjects attempt to touch the screw heads in the proper sequence with an electric stylus. Numerous patterns and scoring methods are possible.—*H. Wunderlich.*

6864. Johdai, Koh. (*Hiroshima U., Japan.*) Shinrigakuteki chikara no hōkō no kahensei no kansū to shite no shōkyō teiko. (Resistance to extinction as a function of the changeability in the direction of a psychological force.) *Jap. J. Psychol.*, 1954, 25, 188-194.—The effects of continuous and partial reinforcement on extinction were tested with 30 college students under a condition where a substitute response would occur when the original response is extinguished. The continuous reinforcement group showed much less resistance to extinction than the partial reinforcement group. This is interpreted that the direction of the psychological force to the goal is more easily changeable after continuous reinforcement than after partial reinforcement. In Japanese with English summary, p. 222.—*A. M. Niyekawa.*

6865. Johnston, Robert A. (*State U. Iowa, Iowa City.*) The effects of achievement imagery on maze-learning performance. *J. Pers.*, 1955, 24, 145-152.—It was predicted as follows: (1) Under high motivating instructions, there would be no differences in learning an electric maze between a group standing high and one standing low in achievement imagery. (2) Under neutral instructions, the group high in AI would learn the maze faster and with fewer errors than the group low in AI. Ss were 325 volunteers in introductory psychology. AI scores were obtained by use of the Iowa Picture Interpretation Test. The predictions were confirmed.—*M. O. Wilson.*

6866. Kaess, Walter A., & Witryol, Sam L. (*U. Connecticut, Storrs.*) Memory for names and faces: a characteristic of social intelligence? *J. appl. Psychol.*, 1955, 39, 457-462.—"The Memory for Names and Faces picture subtest of the George Washington University Social Intelligence Test and a miniature social situation testing the association of spoken names with human subjects . . . were administered to 210 Ss . . . [under] three conditions of set and non-set . . . to evaluate the consequences of preparatory instructions upon the social recall task performances. . . . The relationships between the social recall tasks are small (about .30) but statistically significant. . . . Sex differences favoring females on both social recall tasks are highly significant.—*P. Ash.*

6867. Kimble, Gregory A., & Dufort, Robert H. (*Duke U., Durham, N. C.*) Meaningfulness and isolation as factors in verbal learning. *J. exp. Psychol.*, 1955, 50, 361-368.—The results of several studies indicate that an isolation factor benefits the learning of nonsense materials when they are pre-

sented with more meaningful material. The effect is on the stimulus terms indicating that the process may be perceptual. Supporting this position is the finding that the ease of learning the middle word in a list of highly meaningful words varies inversely with the meaningfulness of that term. Discussed the isolation phenomenon in S-R terms.—*J. Arbib.*

6868. Kochergina, V. S. K voprosu razvitiia vzaimodeistviia signal'nykh sistem u zdorovykh detei ot 3 do 8 let. (On the development of interaction of the signal systems in healthy children from 3 to 8 years of age.) *Zh. vyssh. nervn. Deiatel'.*, 1955, 5(3), 363-369.—The characteristics of conditioning, involving the Pavlovian first and second signal systems, in children are presented, and their value for pedagogy pointed to.—*I. D. London.*

6869. Lewis, Donald J. (*Northwestern U., Evanston, Ill.*) Acquisition, extinction, and spontaneous recovery as a function of percentage or reinforcement and intertrial intervals. *J. exp. Psychol.*, 1956, 51, 45-53.—Utilizing white rats in a straight runway manipulated factorially intertrial interval in acquisition, percent of reinforcement, interval during extinction, and delay interval before a test of spontaneous recovery. Found support for the notion that a partially reinforced response is more resistant to extinction than a continuously reinforced one, but a nonsignificant interaction between reinforcement and acquisition interval is contrary to Sheffield's notion. Also found evidence that nonreinforcement leads to frustration, but this frustration does not necessarily decrease running time. Several additional findings are presented and their relevance to theoretical discussions is noted. 26 references.—*J. Arbib.*

6870. McCraw, L. W. (*U. Texas, Austin.*) Comparative analysis of methods of scoring tests of motor learning. *Res. Quart. Amer. Ass. Hlth phys. Educ.*, 1955, 26, 440-453.—A comparative study of eight methods of measuring the improvement made by individuals during repeated trials on a specific motor skill, in this case a Rope Skip test and a Mirror Target Toss. 134 seventh grade boys were tested and it was found that there were marked differences in the variability of score yielded by the different methods. Of the methods examined, the Total Learning and the Three Per Cent Gain of Possible Gain Methods seemed most valid when used to compare individuals with different initial scores.—*M. A. Seidenfeld.*

6871. Malméjac, J., Plane, P., & Bogaert, E. (*Faculté de Médecine d'Alger, France.*) Influence favorisante d'un faible déficit en oxygène sur le réflexe salivaire conditionnel par un excitant sonore à plusieurs fréquences. (Facilitating influence of a mild oxygen deficit on the conditioned salivary reflex to a multifrequency sound.) *J. Physiol. Path. gén.*, 1955, 47, 703-707.—Using acetic acid as the unconditioned stimulus and the tape-recorded presentation of a violin melody having three fundamental frequencies as the conditioned stimulus, a conditioned salivary response was set up in dogs. Although no change in the CR was noted with 16.5-18.4% oxygen concentration, there was a marked increase in the CR when oxygen tension was reduced to 14.5%. A parallel is seen in the reports by mountain climbers of higher cutaneous and gustatory sensitivity.—*C. J. Smith.*

6872. Marx, Melvin H., & Bernstein, Benjamin B. (U. Missouri, Columbia.) Generalization of reinforcement among similar responses made in altered stimulus situations. *J. exp. Psychol.*, 1955, 50, 355-360.—Ss trained to discriminate among related stimulus items. Their response to one of the forms was then reinforced and the response strength to five variations of the reinforced stimulus was measured. Stronger responses occurred for the stimulus items for which a more regular scale of stimulus variation was used. Control experiment showed the results were not due to a weakening of retention of errors due to the experimental treatment. Indicated that spread or generalization of the influence of reinforcement need not be restricted to relations of ordinal proximity.—*J. Arbit.*

6873. Mujib, A. Motivation and learning. *Indian J. Psychol.*, 1954, 29, 115-123.—Theories of learning differ from one another in their conceptions and definitions of motivation, and especially in the role which they assign it. Field theories assign it a role in the utilizing of past experience as well as a directive influence on attention, and consequently on the nature of experiences that later performances may use, though perhaps differently motivated. Other theories regard it as important in establishing a tendency for a given stimulus to produce a given response on the basis of past motivation independently of present motivation. Other possibilities are supported by other theories.—*H. Wunderlich.*

6874. Noble, Clyde E., & Broussard, Irvin G. (Louisiana State U., Baton Rouge.) Effects of complex transformations of feedback upon simple instrumental behavior. *J. exp. Psychol.*, 1955, 50, 381-386.—Studied the effects of curvilinear transformations of feedback upon the behavior of turning a micrometer. Manipulated the factor of acceleration while origin and goal intercept were held constant. True information showed most accuracy followed by the positive accelerated and negative accelerated groups in that order. The true information and negative accelerated groups showed a continuous approach to the target while the positive accelerated group showed a discontinuous approach.—*J. Arbit.*

6875. Noble, Merrill; Fitts, Paul M., & Warren, Claude E. (Ohio State U., Columbus.) The frequency response of skilled subjects in a pursuit tracking task. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-42, 8 p.—Reprinted from *J. exp. Psychol.*, 1955, 49, 249-256, (see 30: 547).

6876. North, Alvin J. (Southern Methodist U., Dallas, Tex.), & Jeeves, Malcolm. Interrelationships of successive and simultaneous discrimination. *J. exp. Psychol.*, 1956, 51, 54-58.—Designed an experiment to test Spence's three-level theory of discrimination learning and Lawrence's hypothesis of the acquired distinctiveness of cues. In contrast to Spence's theory a multiordinal one was proposed which appeared to account for the results of this experiment. This hypothesis states that all orders of functional stimulus unit—elements, compounds, transverse patterns, etc.—concurrently acquire response tendencies. In light of these findings and analysis no definitive statement regarding Lawrence's hypothesis could be made.—*J. Arbit.*

6877. Payne, R. B., & Hauty, G. T. (USAF Sch. Aviat. Med., Randolph AFB, Tex.) Effect of psychological feedback upon work decrement. *J. exp. Psychol.*, 1955, 50, 343-351.—Used a compensatory pursuit task with three degrees of information feedback, three degrees of motivation inducing feedback, and four drug treatments. Information signals produced an increment in task performance the increment being a positive function of information specificity. Incitive feedback also induced an increase in task proficiency and postponed work decrement. Cortical stimulants minimized work decrement while cortical depressants increased it.—*J. Arbit.*

6878. Ratner, Stanley C. (Michigan State U., East Lansing.) Three questions about experimental extinction. *Psychol. Rec.*, 1956, 6(1), 9-10.—"The role of the interbehavioral metasystem in investigation of extinction was reported and a request was made for classification of some interbehavioral constructs in the context of extinction. . . ."—*C. M. Louttit.*

6879. Schaeffer, Maurice S., & Gerjuoy, Irma R. (Iowa Child Welfare Res. Stat., Iowa City.) The effect of stimulus naming on the discrimination learning of kindergarten children. *Child Developm.*, 1955, 26, 231-240.—"The data were interpreted as indicating that names served to facilitate the acquisition of the discrimination set without which solution did not occur but that when instructions obviated the need for this set to be acquired during the experiment, naming had no function."—*L. S. Baker.*

6880. Schneider, Eliezer. (U. Brasil, São Paulo.) O problema psicologico da motivação. (The psychological problem of motivation.) *Anu. Inst. Psicol.*, 1951, 1, 135-138.—Motivation has generally supplanted the term instinct, as it is based on observable descriptions. McDougall first seriously studied motivation, judging that each 'propensity' there was a corresponding emotion. He found that most motivation was modified by learning in higher animals. The term is a logico-scientific construct; it is observable not directly but through modification of activities. Hull's is the best elaborated theory of learning. He classifies learned motivations as secondary. The analytic school considers secondary motivations as dependent on primary, while the solistic group considers them autonomous.—*E. C. Munro.*

6881. Seeman, William, & Greenberg, Irving. Secondary reinforcement and acquired drives: A note. *J. genet. Psychol.*, 1955, 86, 367-373.—Theoretical confusion is seen to be arising through usage of the concept of secondary reinforcement, defined differently from Hull's concept. Experimental results suggest that anxiety reduction functions like primary drive reduction. "... a theoretically significant question is that of the possibility that the reduction of an acquired drive (anxiety) may operate to impart to initially neutral stimuli the property of a secondary reinforcer in the orthodox sense, much as the reduction of a primary drive can. Experimental designs to test this have been suggested."—*Z. Luria.*

6882. Siddall, G. J., & Anderson, D. M. Fatigue during prolonged performance on a simple compensatory tracking task. *Quart. J. exp. Psychol.*, 1955, 7, 159-165.—"Twenty-one subjects were each tested for an uninterrupted period of two hours. They were required to keep a target correctly aligned by

cranking a hand wheel at a constant speed, and it was expected that failures to attend to the display would result in target deviations. Analysis of the results showed that both number of errors and mean duration of errors increased significantly in consecutive half-hour periods, and that there were large individual differences in performance."—M. J. Wayner, Jr.

6883. Smith, Stanley L., & Goss, Albert E. The role of the acquired distinctiveness of cues in the acquisition of a motor skill in children. *J. genet. Psychol.*, 1955, 87, 11-24.—"... Using children as Ss, it was desired to determine whether prior experience in learning names for stimuli, which were to be used in a subsequent motor task, would have a facilitative effect on the learning of the motor task." Some, but not all, of the predicted facilitative effects were found. 19 references.—Z. Luria.

6884. Trofimov, N. M. Osobennosti uslovnoreflektornoi deiatel'nosti pri razlichnykh stepeniakh nedorazvitoi vysshei nervnoi deiatel'nosti cheloveka. (Features of conditioned-reflex activity in cases exhibiting various degrees of underdevelopment of higher nervous activity.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(3), 358-362.—Two forms of disturbance of higher nervous activity may be observed in cases of oligophrenia. In severe cases, the "function of the first signal system is not reflected in the second signal system"; in less severe cases, the former is "belatedly and imperfectly reflected" in the latter. Conditioned reflexes in both cases are more easily formed to verbal than to other acoustic stimuli.—I. D. London.

6885. Vinogradova, O. S., & Sokolov, E. N. K voprosu ob ugasanii sosudistogo komponenta orientirovochnoi reaktsii. (On the extinction of the vascular component of the orientive reaction.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(3), 344-350.—"With lengthy application of an indifferent stimulus after a period of chronic extinction of the vascular component of the orientive reflex against a background of a growing drowsy state of the subject clear vascular reactions are established. These reactions do not extinguish."—I. D. London.

6886. Wynne, Lyman C., & Solomon, Richard L. (Harvard U., Cambridge, Mass.) Traumatic avoidance learning: acquisition and extinction in dogs deprived of normal peripheral autonomic function. *Genet. Psychol. Monogr.*, 1955, 52, 241-284.—13 dogs who were given surgical-drug treatment before training showed less uniform behavior than the controls in both acquisition and extinction, were often retarded in learning to escape the shock, and evidenced some spontaneous extinction (not present in any of the normal animals.). 2 dogs who were given surgical-drug treatment after training showed no behavioral effects during the extinction phase of the experiment. "These results are discussed in terms of a two-process theory of learning and the parallel function of at least four physiological systems which are highly activated in the presence of relatively intense, noxious stimuli." 28 references.—G. G. Thompson.

(See also abstracts 6464, 6517, 6528, 6558, 6616, 7006, 7355, 7873)

THINKING & IMAGINATION

6887. Comrey, Andrew L., & Staats, Carolyn K. (U. California, Los Angeles.) Group performance

in a cognitive task. *J. appl. Psychol.*, 1955, 39, 354-356.—On a cross-word puzzle task performed by 60 pairs of male Ss, correlations between group performance and performance of the individuals (independently determined) were calculated. 82% of the true group performance variance on the task could be predicted from the individual performance scores. "It is suggested that the nature of the task is important in studies of group performance, and that the existence of 'group' phenomena should be empirically demonstrated rather than assumed."—P. Ash.

6888. Crandall, Vaughn J., Solomon, Dan, & Kellaway, Richard. Expectancy statements and decision times as functions of objective probabilities and reinforcement values. *J. Pers.*, 1955, 24, 192-203.—The study was concerned with the effects of objective probability and reinforcement value (financial reward for successes, financial penalties for failures) on expectancy statements and decision times. The experimental device consisted of trials in which S was to guess whether a marked card would be on top of the pack after shuffling. The results were as follows: (1) Objective probability was a major determinant of expectancy statements. Percentages of yeses increased nonlinearly as objective probabilities increased. (2) Reinforcement value was also a determinant. More yeses were given for positive value events. (3) Expectancy statements were related to reinforcement strength. (4) Decision times were determined by both objective probability and reinforcement value.—M. O. Wilson.

6889. Cross, K. Patricia, & Gaier, Eugene L. Technique in problem-solving as a predictor of educational achievement. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-46, 14 p.—Reprinted from *J. educ. Psychol.*, 1955, 46, 193-206, (see 30: 578).

6890. Hall, C-lvin S. (Western Reserve U., Cleveland, O.) The significance of the dream of being attached. *J. Pers.*, 1955, 24, 168-180.—In the first part of the study the following proposition was studied: People who predominantly dream of falling can express more aggression toward the father in waking life because of fear of antagonizing the nurturant mother, and those who dream predominantly of being attacked can express more aggression toward the mother in waking life because of fear of antagonizing the castrating father. The proposition was verified at the .05 level for men but not verified for women. In the second part, dreams of being attacked were analyzed for content. It is concluded that the dream of being attacked is an expression of the feminine attitudes of weakness, passivity, inferiority, and masochism as formulated by Freud. The fears are those of an impotent person unable to cope with external threats. The Ss were 517 college students.—M. O. Wilson.

6891. Heidbreder, Edna, & Zimmerman, Claire. (Wellesley Coll., Mass.) The attainment of concepts: IX. Semantic efficiency and concept-attainment. *J. Psychol.*, 1955, 40, 325-335.—This paper reports an experiment in which S's attained concepts, indicated by brief verbal phrases, presented according to the modified memory technique. The phrases were systematically varied in semantic efficiency, specifically in explicitness and in syntactic direction. The effectiveness of these factors was indicated in several

ways, chiefly by a statistically well-established order of concept attainment in which concepts were attained more or less rapidly as the phrases representing them were characterized by more or less semantic efficiency. This outcome supported the interpretation of an earlier experiment in this series (see 23: 4127).—*R. W. Husband.*

6892. Hermann, Imre. Denken und Sprechen in ihrer gegenseitigen Abhängigkeit. (Thought and speech in their manifold interdependence.) *Acta psychol.*, 1955, 11, 513-514.—Certain basic distinctions between thought and speech were either not developed at all or developed with inadequate succinctness in a previous issue of this journal. The author adds comments concerning the tight interrelationship as social phenomena and as physiological functions as well as concerning the wordlessness involved in dream thought.—*G. Rubin-Rabson.*

6893. Miller, Elmer H. (Wayne U., Detroit, Mich.) A study of difficulty levels of selected types of fallacies in reasoning and their relationships to the factors of sex, grade level, mental age, and scholastic standing. *J. educ. Res.*, 1955, 49, 123-129.—A Fallacy Recognition Test was constructed in 2 parallel forms of 50 items each and administered to high school students. Results indicated that a rank order of difficulty could be established among the different forms of fallacy tested by the test. Ability to recognize fallacy was not related to such factors as grade, sex, scholastic standing, mental age, or reading ability. Comparison of an experimental group which was given a period of instruction on reasoning problems with those not receiving such instruction showed that the ability of high school students to recognize fallacies could be improved.—*M. Murphy.*

6894. Rimoldi, H. J. A. (U. Chicago, Ill.) A technique for the study of problem solving. *Educ. psychol. Measmt.*, 1955, 15, 450-461.—For studying problem solving, the author has developed a scoring system involving the number, type and sequence of questions asked by a subject in solving a problem. Questions that might be asked are printed on a set of cards with corresponding answers given on the back of the card. Emphasis is placed on evaluating process rather than product, and the technique is regarded as being applicable in a variety of fields. Some experimental results are reported.—*W. Coleman.*

6895. Silberer, Herbert. The dream: introduction to the psychology of dreams. *Psychoanal. Rev.*, 1955, 42, 361-387.—The stimulus of the dreams is always an emotional factor of high valence which arouses our interest with lustful or unlustful coloring. The dream sometimes reproduces memories which have vanished from the waking memory. The analyzed dream is a mirror of the mind and of the soul. Sample analyses of dreams to illustrate general principles.—*D. Prager.*

6896. Travers, Robert M. W., Marron, Joseph E., & Post, Andrew J. (Lackland AFB, Tex.) Some conditions affecting quality, consistency, and predictability of performance in solving complex problems. *USAF Pers. Train. Res. Cent., Res. Rep.*, 1955, No. AFPTRC-TN-55-27, vii, 86 p.—This study of rational problem-solving behavior is part of a research program directed at predicting effectiveness of

individuals in solving complex problems. Studies with basic airmen revealed small correlations between scores on different problems. Quality of solutions is affected by variation in conditions during and antecedent to time of solution; not all antecedent conditions are controlled by the experimenter. Variation in threat in the situation, reflected in anxiety scores, in motivation and in characteristics of the problems was shown to be related to problem scores. Six formal, as opposed to content, dimensions of problems were described. 24 references.—*S. B. Sells.*

6897. Wolfard, Merl Ruskin. Thinking about thinking. New York: Philosophical Library, 1955. x, 273 p. \$5.00.—The author has concerned himself with an inquiry into the fundamental nature of the thinking process. He asserts that genuine thinking is a manufacturing process in which the raw materials are concepts and the finished product is a new concept. The process requires the energy of perception to move memories in such a way as to provide a new integration. Instances of skeptical and dogmatic thinking are analyzed in a survey of a number of philosophical, scientific, and religious positions.—*P. E. Lichtenstein.*

(See also abstracts 6803, 6952, 7243)

INTELLIGENCE

6898. Bayley, Nancy. (U. California, Berkeley.) On the growth of intelligence. *Amer. Psychologist*, 1955, 10, 805-818.—Data from the Berkeley Growth Study pertaining to the development of intelligence as measured by tests, and some related material, are reviewed. The concept of IQ constancy, prediction of later intelligence scores from infancy scores, and problems encountered in constructing curves of growth in intelligence, are some of the topics discussed. An age curve of intelligence from birth to 50 years, based on data of 3 studies, is proposed and graphically represented. "This curve is offered as an alternative to previously published age-curves of intelligence." It is hoped that further research will refine, modify, and extend it into a more complete and accurate representation of intellectual changes over the entire span of life. 31 references.—*S. J. Lachman.*

6899. Burt, Cyril. The evidence for the concept of intelligence. *Brit. J. educ. Psychol.*, 1955, 25, 158-177.—The concept of intelligence, against which criticism is currently directed, originated as an inference from several converging lines of evidence. The hypothesis of "an innate, general, cognitive ability" thus suggested has been clearly verified by rigorous statistical analysis. The substantially innate character of general intelligence, when conceived in terms of the hypothesis of multifactor inheritance, is consistent with the Mendelian principles of "particulate" inheritance and segregation. Frequency distributions of intelligence, and correlations for parents, siblings, and the general population demonstrate that differences, except in rare and abnormal variations, depend upon the action of numerous genes whose influence is similar and cumulative. Evidence indicates that at least 75% of the measurable variance in intelligence is attributable to differences in genotype. 22 references.—*R. C. Strassburger.*

6900. De Groot, A. D. Demasque van de I.Q.-constantie. (Unmasking I.Q.-constancy.) *Ned.*

Tijdschr. Psychol., 1955, 10, 532-537.—In the use of Intelligence Quotients, computed by the original method (chronological versus mental age), no constancy can be expected. If for any reason constant indexes of intelligence are needed, the use of percentile norms or standard scores within the age groups is recommended.—R. H. Houwink.

6901. Fromm, Erika (Northwestern U. Med. Sch., Chicago.), & Hartman, Lenore D. *Intelligence: a dynamic approach*. New York: Doubleday & Co., 1955. vii, 52 p. 85¢.—"Not intelligence, but acting intelligently" explained in 3 sections: 1. Theories of intelligence. 2. Intelligence as a part of the total personality. 3. Intelligence testing. Intelligence is not a static quality, can be measured only by its functioning, is "dependent on life experiences . . . inter-related with feelings, emotions, environment and culture." Story illustrations of the various points, including the variability of the I.Q. Explanation of the way psychologists make use of our familiar tests to give fuller, more "dynamic meaning to them" and to the test responses themselves.—M. M. Gillet.

6902. Guilford, J. P. (U. S. California, Los Angeles.) *Structure of human intellect*. *Science*, 1955, 122, 875.—Abstract.

6903. Harrell, Ruth F., Woodyard, Ella, & Gates, Arthur I. *The effect of mothers' diets on the intelligence of the offspring*. New York: Bureau of Publications, Teachers College, Columbia University, 1955. vii, 71 p. \$1.00.—In this large-scale investigation, the diet of pregnant and lactating women was supplemented with certain vitamins. During follow-up, Terman-Merrill, Form L, was given to 811 3-yr.-olds in rural Kentucky (white), and to 518 3-yr.-olds and 370 4-yr.-olds in Virginia (predominantly Negro). In Kentucky the mean IQ for the total group was 107.6 and there was no significant difference between experimental groups. In Virginia the average IQ values were 103.4 (children of mothers receiving a polynutrient supplement), 101.9 (2 mg. thiamine), 100.9 (200 mg. ascorbic acid), and 98.4 (placebos). The difference of 3.7 points between supplemented and placebo group was statistically highly significant. Relative superiority of any of the 3 types of supplements could not be demonstrated statistically. 85-item bibliography.—J. Brožek.

6904. Levine, A., Abramson, H. A., Kaufman, M. R., & Markham, S. (Mt. Sinai Hosp., New York.) *Lysergic acid diethylamide (LSD-25): XVI. The effect on intellectual functioning as measured by the Wechsler-Bellevue Intelligence Scale*. *J. Psychol.*, 1955, 40, 385-395.—21 adults were tested under normal and then under drug conditions. Main findings: intellectual functioning very significantly reduced, anxiety not the prime disrupting factor; concentration disturbed; distractibility; reduction of abstractive and conceptualizing abilities; difficulty in shifting set; blandness permitted freer discussion of personal problems.—R. W. Husband.

6905. Marquart, Dorothy I., & Bailey, Lois L. *An evaluation of the culture free test of intelligence*. *J. genet. Psychol.*, 1955, 86, 353-358.—"Seventy-one children and adolescents of different economic classes were given The Revised Stanford-Binet Scale and The Culture Free Test in an effort to check the validity of the latter test. . . . Scale 1 of

this test [shows influence] by culture as much as results on the Stanford-Binet. . . . The results obtained from Scale 2 seem to be less influenced by culture than are results obtained using the Stanford-Binet."—Z. Luria.

6906. Mill, Cyril R., & Turner, Charles J. (Richmond (Va.) Public Schs.) *The measurement of primary mental abilities by the Columbia Mental Maturity Scale*. *J. consult. Psychol.*, 1955, 19, 472.—Brief report.

6907. Orgel, Arthur R., & Dreger, Ralph Mason. *Comparative study of the Arthur-Leiter and Stanford-Binet intelligence scales*. *J. genet. Psychol.*, 1955, 86, 359-365.—"Forty-eight randomly selected white school children of ages 7 and 8 were given the Arthur Adaptation of the Leiter International Performance Scale and the Stanford-Binet Scale (Form L). . . . The magnitude of the obtained correlations (between MA and IQ on the 2 tests of .67 to .75) combined with various qualitative features of the AALIPS would indicate" its usefulness with the verbally handicapped. Note should be made that the AALIPS gives scores significantly lower than the Stanford-Binet.—Z. Luria.

6908. Thorndike, Edward L. *Animal intelligence: an experimental study of the associative processes in animals*. Providence, R. I.: The University Store, Brown University, 1955. 109 p. \$2.50.—Photo-offset reprinting of monograph first published in *Psychol. Monogr.*, 1898, 2(4), (whole no. 8).

6909. Willems, P. *Enkele opmerkingen over de Terman-Merrill revisie*. (Some remarks on the Terman-Merrill revision.) *Ned. Tijdschr. Psychol.*, 1955, 10, 355-378.—A report on several trials undertaken to revise the Dutch translation of the Binet-Simon test, Stanford revision. Difficulties in the scaling procedure are discussed and it is concluded, that "it is not correct and . . . not possible to construct a scale for older children on the basis of a MA/CA method," because intellectual growth follows a more or less parabolic curve so that, especially in the upper age levels, yearly equal increments in score represent unequal mental growth. Finally, the internal consistency of the test is criticized. 22 references.—R. H. Houwink.

(See also abstracts 6511, 6514, 6598)

PERSONALITY

6910. Beck, S. J. (U. Chicago, Ill.) *Personality research and theories of personality structure: some convergences*. *J. proj. Tech.*, 1955, 19, 361-371.—The author expounds the conjunction between the neurological theories of Jackson, the psychological theories of Freud, and Rorschach theory. He claims that these three theoretical views of personality are consistent with one another and with a general logic of science.—A. R. Jensen.

6911. Borg, Walter R. (USAF, O.C.S., San Antonio, Tex.) *The effect of personality and contact upon a personality stereotype*. *J. educ. Res.*, 1955, 49, 289-294.—A battery of personality tests measuring 13 personality factors was administered to students majoring in applied art in the College of Fine Arts, University of Texas. A questionnaire asking the student to select from a list of 26 traits representing

the 2 extremes of these 13 factors the 3 personality traits most characteristic of artists as a group was administered to these students and also to a group of college students not enrolled in Fine Arts. The personality stereotype assigned to the artist was quite similar for the 2 groups. Little or no relation was found between the art students' stereotype of the artist and the traits the students themselves exhibited in the test battery.—M. Murphy.

6912. Edwards, Allen L. (U. Washington, Seattle.) Social desirability and Q sorts. *J. consult. Psychol.*, 1955, 19, 462.—Brief report.

6913. Funkenstein, D. H., King, S. H., & Drollette, M. E. Personality correlates of two phases of stress reactions. *J. nerv. ment. Dis.*, 1955, 122, 109-110.—Abstract and discussion.

6914. Keehn, J. D. Q-technique and the science of personality. *Indian J. Psychol.*, 1954, 29, 107-113.—There is an apparent conflict between Allport's idiographic concept of personality, which stresses the fact that each person presents a unique picture, and Eysenck's, which stresses the fact that traits displayed by a person are measurable from person to person. Beck, in a favorable reference to Q-technique, seems to embrace both concepts to some extent. Stephenson, Cattell, and others have participated in a controversy which obscures the precise reference of the term Q-technique, and also leaves open the question as to whether this and some other technique differ only computationally or in their conception of the nature of personality. 23 references.—H. Wunderlich.

6915. Kelly, E. Lowell. (U. Michigan, Ann Arbor.) Consistency of the adult personality. *Amer. Psychologist*, 1955, 10, 659-681.—Data "... concerning consistency of selected personality variables in the adult personality" were studied in a sample originally composed of 300 engaged couples. "Each of these 600 individuals was assessed with an elaborate battery of techniques including anthropometric measures, blood groupings, a battery of psychological tests, and a 36-variable personality rating scale." Retesting occurred after a lapse of 16 to 18 years. "Our findings indicate that significant changes in the human personality may continue to occur during the years of adulthood. Such changes ... are potentially of sufficient magnitude to offer a basis of fact for those who hope for continued psychological growth during the adult years." 20 references.—S. J. Lachman.

6916. Leavitt, Harold J., Hax, Herbert, & Roche, James H. (U. Chicago, Ill.) "Authoritarianism" and agreement with things authoritative. *J. Psychol.*, 1955, 40, 215-221.—The author modified the F scale (of authoritarianism) so that now half the items are negatively worded, and authoritarianism would be indicated by disagreement with those items rather than always by agreement with a statement. Replies shifted in such a way that it was demonstrated that part of authoritarianism consists in agreeing with a strong positive statement. Low scoring people scored about the same, but negative wording reduced high scores.—R. W. Husband.

6917. Mills, Eugene S. (Whittier Coll., Calif.) Personality adjustment and the study of abnormal psychology. *J. appl. Psychol.*, 1955, 39, 358-361.—Rorschach story-completion test and autobiographical

data were obtained from 21 students in an abnormal psychology class and 22 students in a history class, both at the beginning and the end of the semester. Comparisons of the pre- and post-test data "support the belief that, (a) as a group, students studying abnormal psychology differ in personality from those not enrolled in the course, and (b) while the study of abnormal psychology has little immediate effect on personality adjustment, measurable changes occur which appear to be related to course experience."—P. Ash.

6918. Riggs, Margaret M., & Kaess, Walter. (U. Connecticut, Storrs.) Personality differences between volunteers and nonvolunteers. *J. Psychol.*, 1955, 40, 229-245.—Volunteers for an experiment were asked in introductory psychology classes. All students were given five tests, and scores of volunteers and non-volunteers were compared. Volunteers showed introverted thinking, moody cycloid emotionality, high intrapunitive and low extrapunitive scores. On a number of other dimensions no reliable differences appeared. The authors feel that both qualitative and quantitative differences came out, and calling for volunteers would impair validity of experiments, especially if the purpose is to describe the normal personality; or if such conditions as authority, stress, introspection, or self-evaluation are involved.—R. W. Husband.

6919. Schneider, Eliezer. (U. Brasil, São Paulo.) A evolução dos conceitos de personalidade segundo o condutismo metodológico. (The evolution of concepts of personality according to methodological conductism.) *Annu. Inst. Psicol.*, 1951, 1, 115-126.—Classical associationists were much under the influence of the methods of physics and chemistry. Functionalists, influenced by Darwinian biology, reacted towards holistic concepts; they were anti-dualist. Experiments by Pavlov, Thorndike, and Watson contributed much to details of behavior. Spence has pointed out the need of analysis to formulate laws. Mowrer and Kluckhohn feel that psychoanalysis, social anthropology, and learning theory can be integrated. Though they diverge in form, Hull and Lewin, the best formulators of their respective theories are not necessarily contradictory.—E. C. Munro.

6920. Schneider, Eliezer. (U. Brasil, São Paulo.) Psicologia da personalidade e do ajustamento. (Psychology of personality and of adjustment.) *Annu. Inst. Psicol.*, 1951, 1, 138-144.—In this area, experimental work came after practical work in therapy and education. Psychology, like medicine, has had its quacks, and in this area they thrive. The problem of adjustment is inherent in psychology. An organism acts when impelled by some motivation; the action varies according to the obstacles met, and continues until there is a reduction in motivation. This area of psychology is beset by pseudo-psychological knowledge, half-truths, and superficial generalizations. There are now three principal recognized methods of investigation: the experimental, the differential (statistical), and the clinical. However much may be indicated by the latter two, the ultimate test of any hypothesis must be in the experimental method.—E. C. Munro.

6921. Sharma, Sohan Lal. (U. Michigan, Ann Arbor.) Personality under stress—survey of literature. *J. Educ. & Psychol.*, Baroda, 1955, 13, 143-

154.—The writer divides his survey of current research in the USA into: known group method, high and low stress score method, ego strength and performance under stress, and life history method. He concludes that, "there is no single personality trait or variable on the basis of which we can predict one's performance under stress. . . . It would be advisable to look for or use a pattern of traits to predict the behaviour under stress rather than to rely on any single variable." 34 references.—D. Lebo.

6922. Stern, George G., Stein, Morris I., & Bloom, Benjamin S. *Methods in personality assessment*. Glencoe, Ill.: The Free Press, 1956. 271 p. \$6.00.—"The immediate stimulus for this book came from unresolved problems associated with assessment criteria and design." Its purpose is "to clarify four major methodologies of assessment—the analytical, empirical, synthetic, and configurational approaches—which take on special significance and utility when examined in the light of transactional theoretical structure. These formulations are amplified for the reader by means of a series of studies which provide concrete examples of the particular kinds of operations entailed by each of these methodologies." Foreword by H. A. Murray. 81 references.—H. P. David.

6923. Wiersma, D. De temperamentenleer van de Groningse school in de hedendaagse psychologie. (The doctrine of temperaments of the Groningen school in present-day psychology.) *Ned. Tijdschr. Psychol.*, 1955, 10, 379-402.—The doctrine of psychological types of the Groningen school (Heymans, Wiersma a.o.) is discussed and its further development described. Later publications starting from the same principles are summarized. 50-item bibliography.—R. H. Houwink.

(See also abstract 7197)

AESTHETICS

6924. Adams, Robert Martin. (Cornell U., Ithaca, N. Y.) *Literature and psychology: a question of significant forms*. *Lit. & Psychol.*, 1955, 5, 67-72.—The author questions the use of psychology in literary criticism when it treats "literature as a symptom, not as an art." He believes that "psychology is most useful to the critic of literature when it verges most closely on the miscellaneous disciplines of communication." In illustration Milton's *Paradise Lost* is analysed. This poem has a psychological meaning to the writer who defines it "as the experience of an energetic, learned, and determined mind in controlling and ordering a fragmentary world."—C. M. Louttit.

6925. Bergler, Edmund. (251 Central Park West, New York.) *The relation of writers to literary criticism*. *Amer. Imago*, 1955, 12, 337-341.—In their relations with critics, writers display a combination of justified and of irrational complaints. If a literary work constitutes the author's unconscious double defense to his own inner conscience, then a negative review is unconsciously taken as proof that the alibi has been rejected.—W. A. Varvel.

6926. Feldman, Eugene S. *Sherwood Anderson's search*. *Psychoanalysis*, 1955, 3(3), 44-51.—Anderson is the orphan child always searching for his real father and mother. The repetitive theme in his works is of a child born to a home and community

devoid of love and sprung from parents bound in a compact of hate and unending conflict. An individual could break out of isolation by entering the temple of work or the temple of sex. The deification of the task was a submersion of self in mass and a return to mother. The deification of self in the temple of sex signified a flight from the mass, a return to father, and a living in harmony with one's senses.—D. Prager.

6927. Fraiberg, Louis. (Wayne U., Detroit, Mich.) *Psychology and the writer: the creative process*. *Lit. & Psychol.*, 1955, 5, 72-77.—The use of psychoanalytic concepts in literary criticism is discussed. While early Freud questioned whether psychoanalysis could elucidate artistic creativity, subsequent discoveries have been of value for this purpose. The internal source of artistic inspiration, the "neutralization" of psychic energy making it available for creativity, and the relation of the preconscious to art are used as illustrations. In conclusion the author holds that the critic must know psychoanalysis if he is to use it properly.—C. M. Louttit.

6928. Hollingsworth, Alan M. (Indiana U., Bloomington.) *Freud, Conrad, and the future of an illusion*. *Lit. & Psychol.*, 1955, 5, 78-83.—Ideas of Freud in *The Future of an Illusion* and of Conrad especially in the *Secret Agent* are compared. The author summarizes "In brief space I have tried to indicate how literature, as represented by Conrad, and psychology, as represented by Freud, meet—inevitably—in the common concern ultimately dearest to each: the preservation of society."—C. M. Louttit.

6929. Moore, Merrill. *Some psychiatric considerations concerning creative writing and criticism*. *Amer. J. Psychiat.*, 1955, 112, 423-429.—Some theoretical aspects of psychiatric factors in creative writing and criticism are presented and discussed. Stress is placed on the importance of "engrams" in explaining the output of the "creative writer."—N. H. Pronko.

6930. Petrullo, Helen B. (Syracuse U., N. Y.) *The neurotic hero of "Typee"*. *Amer. Imago*, 1955, 12, 317-323.—Melville's pre-Freudian novel *Typee* provides an excellent, but unconscious, symbolic representation of a psychological process. Rank's concepts are applied to an analysis of the neurotic hero's attempted regression.—W. A. Varvel.

6931. Rein, David M. *Conrad Aiken and psychoanalysis*. *Psychoanal. Rev.*, 1955, 42, 402-411.—Aiken ventures again and again to interpret his life in terms of the oedipus complex. Through most of his life he has been searching for the mother who was actually murdered by his father when Aiken was 12 years of age. Aiken's interpretations are not very persuasive but his efforts may lead to new literary achievements which will enable us to appreciate what sort of creatures we really are. 21 references.—D. Prager.

6932. Rosen, John C. *The Barron-Welsh Art Scale as a predictor of originality and level of ability among artists*. *J. appl. Psychol.*, 1955, 39, 366-367.—The Barron-Welsh Art Scale was administered to 44 art students, 8 art faculty members, and a group of nonartists matched with the artist group on age and sex. The test did not discriminate between art students and established artists, but there

was a large significant difference between the non-artists and the art groups. For the art students, the test scores correlated .40 with ratings of the students' originality, and .34 with grade-point average.—*P. Ash.*

6933. Sulzberger, Carl Fulton. *Unconscious motivations of the amateur photographer. Psychoanalysis*, 1955, 3(3), 18-24.—Photography starts as a voyeuristic thrill and ends as an exhibitionistic act. Hunting and shooting of the subject suggest the aggressive and sadistic pleasures of the chase. The camera may symbolize reproduction, may awaken the pride of possession, and may give the owner a feeling of omnipotence. The strong appeal of photography lies in its unique ability to gratify various levels of the psyche simultaneously in a socially acceptable manner.—*D. Prager.*

6934. Volmat, Robert. *L'art psychopathologique. (Psychopathologic art.)* Paris: Presses Universitaires de France, 1956. 325 p. 1815 fr.—Divided into two parts, the work is based on pictures displayed at the International Exhibition of Psychopathologic Art at Paris in 1950. Part I includes clinical observations, patients' observations, medical interpretations; part II discusses psychopathologic art from several points of view: style of drawing and problem of form in the light of structural psychopathology; symbols and plastic themes according to phenomenologic and psychoanalytic theory; regression and its relations to pathologic and primitive-archaic art; collective therapy through art. 37-page bibliography.—*G. Rubin-Rabson.*

DEVELOPMENTAL PSYCHOLOGY

6935. Eisler, H. E. The development of the individual. *Psychoanal. Rev.*, 1955, 42, 388-401.—There is valuable meaning in the variability of humans. Man's great conflict lies between his collective or herd nature and that driving individual impulse which carries with it the necessity for individualism. The neurosis and symptom-formation is an abortive effort, a substitute for the needed self-direction which the individual has not achieved. "Through his organic sexual freedom, man possesses the unique power to create his own development, but he also possesses the dangerous freedom of the unbridled use of libido sexualis in the sterile pleasure of the moment and, as a consequence, the possibility of the prostitution of his greatest value."—*D. Prager.*

6936. Thompson, William R., & Melzack, Ronald. Early environment. *Sci. Amer.*, 1956, 194(1), 38-42.—Reports experiments in which Scottie puppies were kept in isolation cages for 7 to 10 months. After release their behavior in a variety of stimulating situations was materially different from litter mate controls. The behavior differences persisted over several years. Both "emotional" behavior and problem solving showed differences. "Restriction of experience during this crucial period can result in enduring retardation of an animal in various psychological traits."—*C. M. Louttit.*

(See also abstracts 6453, 7352)

CHILDHOOD & ADOLESCENCE

6937. Ackerman, Nathan W. (*Columbia U., New York.*), & Behrens, Marjorie L. Child and family

psychopathy: problems of correlation. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 177-196.—Analysis of the factors which account for the gaps in our knowledge of child development and its relation to the family situation leads to the presentation of guides for organizing data leading to family diagnosis and for the evaluation of mental health of the child and the family—based on emotional growth stages in children.—*W. L. Wilkins.*

6938. Apell, Richard J. (310 Prospect St., New Haven, Conn.) Behavior characteristics of nursery school children. *Optom. Wkly.*, 1955, 46, 1975-1978.—"A list of behavior characteristics of 2-, 3-, and 4-year old nursery school children has been presented in terms of achievement and non-achievement. It seems possible to recognize future reading problems and school behavior problems in children under 5 years of age in a nursery school where the child can express himself through his individual behavior as well as his adjustment to the group."—*T. Shipley.*

6939. Armstrong, Charles. (*State Dep't. Education, Albany, N. Y.*) How do children grow? *N. Y. State Educ.*, 1955, 43, 181-183.—Using data of the Harvard Growth Study (1922-1935) with mental age figures transformed "into new units which are more nearly equal for all ages . . . four . . . types of mental growth curves" are defined. This study confirms opinion that there is wide variation in mental growth over the school years. The most significant changes center around "the relative rate of growth before and after puberty," and implications of these widely varying patterns for education, especially intelligence testing and guidance, are considered.—*L. D. Summers.*

6940. Baldwin, Alfred L. (*Cornell U., Ithaca, N. Y.*) Current trends of research in child development. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 25-33.—From the early 1920's to the mid-30's research in child development was largely on genetic factors in development and the stability of development; from the mid-30's on, the investigation of Freudian concepts was more dominant. Recent trends include cross-cultural studies, studies of socialization, critical periods of development, and reevaluation of the place of instinct.—*W. L. Wilkins.*

6941. Balint, Edna. (*U. London, Eng.*) Child psychology. New York: Cambridge University Press, 1956. 24 p. 50¢.—This is an annotated reading list in 4 sections: (1) basic textbooks and research in child psychology; (2) the child in the family; (3) child psychology applied to education; (4) psychological treatment of the disturbed child.—*S. M. Amatora.*

6942. Bayley, Nancy. (*National Inst. Ment. Health, Bethesda, Md.*) Normal growth and development. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 1-14.—Full understanding of the emotional and personal factors in children is impossible without consideration of the normal features of such development. Significant data and illustrations from the California-Berkeley Growth Study are adduced, relating to changes in IQ, in attitude, in symptomatology, in emotional patterns, to show that interpretation of pathologic be-

havior is best made in the light of normal behavior. 25 references.—*W. L. Wilkins.*

6943. Beasley, Jane. *Slow to talk; a guide for teachers and parents of children with delayed language development.* New York: Bureau of Publications, Teachers College, Columbia University, 1956. xi, 109 p. \$2.75.—Throughout helpful practical procedures plus description aimed at gaining empathy with the slow-to-talk child are given. There are chapters titled: The child without language, The learning situation, The educational setting, includes a description of possibilities for the child's growth in self-discovery and self-expression through play experiences. In "The Home Setting" the feelings of parents toward their child's problems and how these may promote his learning are discussed and suggestions as to what parents may do to encourage the child's growth in language readiness and use are given. There is a chapter briefly discussing both the causal factors frequently associated with delayed language development and types of assistance, from play therapy to organized sound production, and a short chapter on origins and development of language. 100-item bibliography.—*R. A. Schaefer.*

6944. Beller, Emanuel K. Dependence and independence in young children. *J. genet. Psychol.*, 1955, 87, 25-35.—Measures on the independence and dependence of 43 preschoolers were studied. The independence and dependence measures were found to correlate — .53. The author questions the assumption of bi-polarity of dependency-independence.—*Z. Luria.*

6945. Briggs, Vivian, & Schulz, Lois R. (*Kansas State Coll., Manhattan.*) Parental response to concepts of parent-adolescent relationships. *Child Developm.*, 1955, 26, 279-284.—"It would appear from the responses that the majority of the parents interviewed had an understanding of the emotional needs and development of teen-agers." A check-list of 100 items was used with 25 families in this study.—*L. S. Baker.*

6946. Child, Irvin L., & Bacon, Margaret K. (*Yale U., New Haven, Conn.*) Cultural pressures and achievement motivation. In *Hoch, P. H., & Zubin, J., Psychopathology of childhood*, (see 30: 6961), 166-176.—Cross-cultural comparisons show great differences in how much achievement is expected from a child for his abilities. Our own culture trains children to avoid failure and to possess a desire for achievement. Great success at this may earn hostility for the child from his peers. Constitutional and psychological factors are also of importance, but difference in parental attitude, depending on social class factors, may affect even how a parent regards a child's report card from school.—*W. L. Wilkins.*

6947. Cohen, Yehudi A. A contribution to the study of adolescence: "adolescent conflict" in a Jamaican community. *Samiksha*, 1955, 9, 139-172.—In this community adolescence is a period almost entirely free of storm and stress. The "adolescent conflict" comes to the fore at the end of adolescence and in the early years of adulthood. The conflict is expressed by avoiding parents, refusing to work, forming close friends, and preoccupation with criticisms from almost everyone. The hypothesis is offered that adolescent storm and stress is a covariant

with social structure in which individual manipulation of wealth plays a significant role.—*D. Prager.*

6948. Crane, A. R. Pre-adolescent gangs: a socio-psychological interpretation. *J. genet. Psychol.*, 1955, 86, 275-279.—Members of gangs between the ages of 10 and 14 were asked to record the person they would most like to be like as adults. Analysis of the categories of answers as to sex and family relationship leads to the conclusion that once "identification links the young adolescent with the adult male pattern . . . , identification with the gang tends to drop away [if] . . . no such satisfactory identification has been achieved, . . . a [likely] fertile source of antisocial behavior during adolescence [may result]." Girls after 12 tend to identify with someone outside the family circle, usually female.—*Z. Luria.*

6949. Crow, Alice. (*Brooklyn Coll., N. Y.*) Parental attitudes toward boy-girl relation. *J. educ. Sociol.*, 1955, 29, 126-133.—A child does not suddenly become an adolescent. Physical growth and physiological changes develop gradually. Attitudes developed during childhood become crystallized during adolescence. The author shows the importance of patience and understanding on the part of parents, healthy parental attitudes toward the child's social relations, and concludes with a ten-point summary of suggestions to parents.—*S. M. Amatori.*

6950. Dameron, Lawrence E. Mother-child interaction in the development of self-restraint. *J. genet. Psychol.*, 1955, 86, 289-308.—A single parent, usually the mother of each of 90 children in their fourth year, was interviewed on attitudes toward and methods used in developing self-restraint in children. Class differences toward property and objects of aggression, as well as the nature of rewards and punishment are covered.—*Z. Luria.*

6951. Davidson, Helen H., & Gottlieb, Lucille S. The emotional maturity of pre- and post-menarcheal girls. *J. genet. Psychol.*, 1955, 86, 261-266.—Fourteen pre-menarcheal girls and twelve post-menarcheal girls of the same socio-economic class were compared on a group of Rorschach R's for emotional maturity. Mean scores on all the scoring tests used were in the direction of greater maturity for the physiologically more mature group, although only $Fc + c$ yielded a statistically significant difference in the direction expected. 19 references.—*Z. Luria.*

6952. DeMartino, Manfred F. A review of the literature on children's dreams. *Psychiat. Quart. Suppl.*, 1955, 29, 90-101.—Children can dream at the age of one year. Handicapped children have different dreams. Age, personality, socio-economic status, intelligence, physical health, day's experience, and sex affect the frequency and content of children's dreams. 39 references.—*D. Prager.*

6953. Dennis, Wayne. (*Brooklyn Coll., N. Y.*) Scientific models for the investigation of child development. In *Hoch, P. H., & Zubin, J., Psychopathology of childhood*, (see 30: 6961), 15-24.—Developmental psychology in the last quarter century has advanced very slowly, compared with some other branches of psychology, and this is attributable to the fact that few new techniques have been developed for the field, and to the fact that there has been too much dependence on correlational research models, without real effort at experimental work.—*W. L. Wilkins.*

6954. Falkner, Frank. (*Centre International de l'Enfance, Paris.*) **International studies on growth and development.** *Children*, 1955, 2, 227-229.—Studies in growth and development of the normal child have been for the most part connected with North American and European workers. The author reviews briefly the situation in England and Scotland, and shows the necessity for international co-operation. He argues for the possibility that an American team attach itself to international cooperation. He also quotes studies in progress in London, Paris, Zurich, Brussels and Stockholm, besides two African studies.—S. M. Amatora.

6955. Frumkin, Robert M. (*Ohio State U., Columbus.*), & Brandyburg, Mayme S. **Expected versus actual social behavior of Negro adolescent girls in a southern rural community.** *J. Negro Educ.*, 1954, 23, 197-200.—Very little difference was found between the actual social behavior of girls and the social behavior expected by parents and the community. Significant differences did occur in 2 crucial areas: "Kissing and petting with boys" and "Going to juke joints." The authors feel that these 2 areas stem from a lack of wholesome and supervised social and recreational program for adolescents. This lack is etiological to juvenile delinquency. Recommendations are offered to implement the existing social and recreational program.—C. K. Bishop.

6956. Gallager, Robert E. (*Catholic Charities Guidance Inst., 122 E. 22nd St., New York.*) **The emotional needs of the child.** *Bull. St. Francis Hosp. & Sanat.*, 1955, 12(3/4), 40-46.—A discussion of the emotional needs of children, their responses to emotional lacks, the influence of emotional deprivation on personality development, and needs of the child with a physical handicap. Problems in placement of the physically handicapped child and how the institution can meet emotional needs of patients are considered.—(Courtesy of *Rehabilit. Lit.*)

6957. Goldfarb, William. (*Henry Huttenlocher Center, Riverdale, N. Y.*) **Emotional and intellectual consequences of psychologic deprivation in infancy: a reevaluation.** In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 105-119.—The lack of warm, loving parental care in the infancy period results in general behavior changes—not just intellectual or emotional. The social emotions in family life are shown to be relevant to the development of normal intellectual and personality functioning. 22 references.—W. L. Wilkins.

6958. Harris, D. B., Rose, A. M., Clark, K. E., & Valasek, F. **Personality differences between responsible and less responsible children.** *J. genet. Psychol.*, 1955, 87, 103-109.—Guttman scale analysis of a "citizenship" measure of responsibility yielded 5 dimensions: lack of group-centeredness, conformity to social norms, personal independence, possession of constructive interests, strong and non-authoritarian personality. The "Teacher's Check List," another measure of responsibility, gave 2 dimensions: the child's dependability to carry out a task and "extent to which the child's attitude to others and cultural values conforms to the expectations of the larger society."—Z. Luria.

6959. Havighurst, Robert J. (*U. Chicago, Ill.*), & MacDonald, Donald V. **Development of the ideal self in New Zealand and American children.**

J. educ. Res., 1955, 49, 263-273.—Data secured from a sample of New Zealand children aged 9 to 16 are compared with similar data obtained from American children. The same developmental trend in the ideal self is found in both groups. It is characterized by identification in early childhood with a parental figure; an intermediate stage, omitted by some children, of romanticism and glamor; and a stage in late adolescence symbolized by an attractive young adult or an imaginary character which is a composite of many desirable qualities.—M. Murphy.

6960. Heathers, Glen. **Emotional dependence and independence in nursery school play.** *J. genet. Psychol.*, 1955, 87, 37-57.—Time samples of nursery school children's behavior, scored for emotional independence and dependence, showed a shift with age from early passive dependence on adults to later assertive dependence on peers. Intercorrelations of the measures suggest 2 general behavior patterns: social insecurity and assertive sociability. Results are affected by the proportion of time the child is not playing, playing alone or in social play.—Z. Luria.

6961. Hoch, Paul H., & Zubin, Joseph. (Eds.) **Psychopathology of childhood.** New York: Grune & Stratton, 1955. x, 303 p. \$6.00.—Papers read at the 44th annual meeting of the American Psychopathological Association, June 1954, all of which are separately abstracted. Discussion of 1-4 by Dorothea McCarthy, 5-8 by Leslie R. Angus, 10-11 by Lauretta Bender, 13-16 by Margaret S. Mahler. Dedication of the volume, written by Lawson G. Lowrey, is to David M. Levy, whose portrait is included. Directory of members of the association is appended.—W. L. Wilkins.

6962. Hodge, William H. (*Washington U., St. Louis, Mo.*) **Problem and nonproblem white siblings.** *Sociol. soc. Res.*, 1955, 40, 112-116.—To test 10 aspects of problem and nonproblem white male siblings, the author studied 25 problem and 25 nonproblem siblings selected from seven elementary public schools in St. Louis. Data were secured from school records and teacher and principal interviews. The author gives a complete analysis of data and draws a number of conclusions therefrom.—S. M. Amatora.

6963. Hoffman, Herbert N. (*New York U.*) **A study in an aspect of concept formation, with subnormal, average, and superior adolescents.** *Genet. Psychol. Monogr.*, 1955, 52, 191-239.—90 boys and girls between 12 and 17 years of age were so selected that there were 30 S's in each of the following ranges on the W-B Intelligence Scale: 50-85, 86-115, and 115-up. These S's were presented with several series of drawings designed to test their ability to form concepts from perceptual material. The concepts studied were size, symmetry, depth, thickness, acuteness, and solidity. The S's scores on the conceptual tests correlated higher with verbal than with nonverbal Wechsler scores "in spite of the nonverbal nature of the conceptual problems." The measurement and pedagogical implications of the several findings are discussed. 61 references.—G. G. Thompson.

6964. Horwich, Francis R., Richmond, Julius; Neisser, Edith G., McCandless, Boyd, & Faucett, Robert L. **Understanding yourself and your child.** Chicago: The National Society for Crippled Children and Adults, Inc., 1956. iv, 20 p. 50¢.—Includes 5

papers presented at the Parent Institute and the Seminar on Developing Personality, held at a National Convention of the National Society for Crippled Children and Adults. The topics discussed include: (1) understanding your child; (2) self-understanding of parents as individuals; (3) understanding yourself as a member of the family; (4) self-understanding for community living; and (5) effects of a handicap on emotional growth.—S. M. Amatora.

6965. Housden, Leslie George. *The prevention of cruelty to children*. New York: Philosophical Library, 1956. 406 p. \$7.50.—A survey of past and present practices of "cruelty" toward children in England. (Cruelty is interpreted as physical and psychological neglect, as well as physical abuse.) Part One describes the conditions of deprivation, squalor, and exploitation under which certain social classes previously reared their children; Part II deals with contemporary situations which some parents continue with a similar way of life; Part III consists of a series of detailed practical proposals for the removal or improvement of such conditions, and for their prevention in the future. Documented with 411 references.—L. B. Costin.

6966. Hurlock, Elizabeth B. (*U. Pennsylvania, Philadelphia*). *Child growth and development*. (2nd ed.) New York: McGraw-Hill, 1956. xlviii, 384 p. \$3.80.—Divided into four sections, the volume shows: (1) how life begins; (2) the child's growth; (3) the child's problems and habits; and (4) the child as a person. In this second edition (see 28: 5704), the author incorporates new theories and practices in regard to child care, new information in the fields of medicine and psychology, up-to-date information on foods, clothing and equipment, presents additional questions at the ends of chapters, and gives a completely new bibliography and list of visual aids. An entirely new section on baby-sitting is added.—S. M. Amatora.

6967. Itkin, William. *Relationships between attitudes toward parents and parents' attitudes toward children*. *J. genet. Psychol.*, 1955, 86, 339-352.—"Significant positive correlations between students' attitudes toward their parents and their attitudes toward the supervision [used] by their parents, only one very low . . . correlation between attitudes toward parents and parents' attitudes toward dominance-submissiveness of control, and an absence of relationships between parental dominance of control and attitudes toward [parental supervision], were interpreted as indicating" that students with a favorable attitude toward their parents approve of their parents' supervisory methods. Similarly, students who have negative attitudes toward their parents object to their parents' supervisory methods.—Z. Luria.

6968. Jensen, Reynold A. (Chm.), Bremner, Elizabeth A., Kessler, Jane W., Barnes, Marion J., Impallaria, Constance, & Rohnick, Alice R. *The hospitalized child*. Round Table, 1954. *Amer. J. Orthopsychiat.*, 1955, 25, 293-318.—The contributions to this Round Table show the relation between pediatrics and psychiatry in the Western Reserve Medical School and the University Hospitals of Cleveland. Many aspects of the hospitalization of children are discussed by a psychologist, a psychiatric casework consultant, a professor of social group work

and an instructor in child therapy. The director of the Child Psychiatry Clinic outlined the growth of cooperation between psychiatry and pediatrics since 1947.—R. E. Perl.

6969. Katcher, Allan. *The discrimination of sex differences by young children*. *J. genet. Psychol.*, 1955, 87, 131-143.—The purpose of the study was to investigate the accuracy of children's identification of sex-differentiating cues. Ss aged 3-9 were tested on segments of drawings of clothed and nude adults and children. Age of Ss was found to be the most important variable influencing error production. Errors on all cues decreased with age.—Z. Luria.

6970. Klatskin, Ethelyn H., & Jackson, Edith B. (*Yale U., New Haven, Conn.*) *Methodology of the Yale rooming-in project on parent-child relationship*. *Amer. J. Orthopsychiat.*, 1955, 25, 373-397.—The subjects for this study of parent-child relationships in a clinical setting were women registered in the prenatal clinic of the Grace-New Haven Community Hospital. The techniques consisted of prenatal interviews conducted by the pediatrician; hospital observations on mother and newborn, recorded by the pediatrician and unit nurse; home visits and check-up at six weeks; and annual psychological examination, social worker's home visit, and parental report by questionnaire, at one, two and three years. Sample scales of maternal behavior are included. (See 30: 710.)—R. E. Perl.

6971. Koch, Helen L. (*U. Chicago, Ill.*) *Some personality correlates of sex, sibling position, and sex of sibling among five- and six-year-old children*. *Genet. Psychol. Monogr.*, 1955, 52, 3-50.—"The findings of the study are based on teachers' ratings of 128 five- and six-year-old children, each of whom has one sibling who differs from him in age by 25 to 48 months, has parents who are native born, urban whites, and belong to a family that is intact." There were 16 children in each of the eight age-sex-position subgroups. The many statistically significant findings are provocatively discussed with reference to psychological theory and the results of previous investigations. 49-item bibliography.—G. G. Thompson.

6972. Krich, Aron. *Parent, child, and expert*. *Psychoanalysis*, 1955, 3(3), 25-35.—The parent should be the helper, preceptor, and model for the child. Adults should set limits in a friendly but firm setting so that the child is not left helpless against the strength of his own impulses. Child-rearing information should be relationship-centered, dealing as much with the things parents do to and for the child as with inevitabilities over which they have no control. The infant's potentialities are contingent upon close, continuous care by others which encourages his faith in himself. 31 references.—D. Prager.

6973. Levy, David M. (*Columbia U., New York*). *Oppositional syndromes and oppositional behavior*. In *Hock, P. H., & Zubin, J., Psychopathology of childhood*, (see 30: 6961), 204-226.—The natural history of the development of negativism, stubbornness or oppositional behavior, with implications for understanding. That occurring in the second year of life is a general movement towards autonomy of the whole person, the first flowering of self-determination, and should be regarded as protective and self-propelling functions that enable the child to overcome infantile

dependency. When negativism is used as a characteristic mode of defense it favors the development of rigidity of personality and social isolation.—*W. L. Wilkins.*

6974. Lewis, Hilda. Unsatisfactory parents and psychological disorder in their children. *Eugen. Rev.*, 1955, 47, 153-162.—Three groups of children were singled out from a larger group in a reception center in regard to behavior patterning: (1) unsocialized aggression, (2) socialized delinquency, and (3) over-inhibited neurotic behavior. These patterns were studied in relation to parental background and early treatment of the children: (1) rejection, (2) neglect and bad company, and (3) constraint. Greatest relationships were between: (1) constraint and inhibited neurotic behavior; (2) parental neglect and bad company and socialized delinquency; and (3) parental rejection and unsocialized aggression. Improvement can come from guiding parents wisely, ameliorating social conditions, and dealing early and continuously with the disturbed children so that they in turn will not cast adverse influences on their offspring.—*G. C. Schwesinger.*

6975. Lowrey, Lawson G. (Vanderbilt Clinic, New York.) Adolescent frustrations and evasions. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 267-284.—Major characteristics of adolescence are reviewed, including psychosexual frustrations, ego problems, and peer relations. Adolescent defenses include increased ambivalence in all attitudes, increased hostility to adults, including school teachers and law officers, flight into adventure, increased fantasy formation, sometimes hostile fantasy, seeking the protective coloration of the peer group, and increased egocentricity.—*W. L. Wilkins.*

6976. MacRae, John M. Retests of children given mental tests as infants. *J. genet. Psychol.*, 1955, 87, 111-119.—"The Gesell and Cattell infant scales (when scored on a 5 point scale from superior to mentally defective) . . . have definite value in the prediction of later mental ability (using the WISC). The predictive value of infant tests has been underestimated by investigators who have attempted to interpret test ratings in terms of specific scores or IQs." Age at infant testing and age at retest does not affect predictive efficiency within the age range used in this study.—*Z. Luria.*

6977. Martin, William E. Identifying the insecure child: III. The use of children's drawings. *J. genet. Psychol.*, 1955, 86, 327-338.—"This study investigated the possibility of identifying the insecure child through an analysis of the expressive content in his drawings. . . . [We] must conclude that characteristics which Wolff has suggested to be expressive of feelings of security do not differentiate between the drawings of secure and insecure children. This conclusion holds, ironically, even when the subjects are identified as secure or insecure by means of a screening device originated by Wolff himself."—*Z. Luria.*

6978. Mussen, Paul Henry. (Ohio State U., Columbus.), & Conger, John Janeway. *Child development and personality*. New York: Harper, 1956. xii, 569 p. \$6.00.—This volume traces the development of the "total integrated personality of the child." Instead of the usual treatment of the various types of

growth—physical, mental, etc.—as separate entities, this text discusses child growth and development in general at each of the following stages: the prenatal period, the first two years, the preschool years, middle childhood, and adolescence.—*V. M. Staudt.*

6979. Pavenstedt, Eleanor; Gordon, Eleanor; Roblin, Mildred, & Gilbert, Raymond R. (Boston U., Mass.) Is trying enough? A report of treatment during the latency period of a girl with atypical development. *Amer. J. Orthopsychiat.*, 1955, 25, 398-427.—This case report of a child with grossly defective ego development includes family setting and developmental history, treatment of child, of mother, of father, psychological evaluation of child and mother, and comment on course of development. In the discussion Eveleen N. Rexford emphasizes the authors' wonder as to whether the once-a-week therapy of the child guidance clinic was sufficient to support the child's ego growth.—*R. E. Perl.*

6980. Peller, Lili E. Libidinal development as reflected in play. *Psychoanalysis*, 1955, 3(3), 3-12.—A child's play reflects his libidinal and his ego development. Narcissistic play is derived from body interest. Pre-oedipal play attempts to conquer the fear of abandonment by mother. Oedipal play attempts to deny the exclusion of the child from the adult's genital life. Post-oedipal games attempt to deny death and the passage of time. Latency games channelized homosexuality, aggression, and masochism. A study of the play activities of adults remains to be done.—*D. Prager.*

6981. Piaget, Jean. (U. Geneva, Switzerland.) The development of time concepts in the child. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 34-44.—Progressive structuring of the data of the perception of time is accomplished by a sequence of logical operations: seriation of before and after, inclusive relationship of intervals which constitute duration, and coordination of durations as intervals between events within the sequence of succession of such events. For the operations of succession and duration there is a parallel operational structure of speed: t equal to d/v and v equal to d/t .—*W. L. Wilkins.*

6982. Rasey, Marie I., & Menge, J. W. (Wayne U., Detroit, Mich.) What we learn from children. New York: Harper, 1956. xv, 164 p. \$3.00.—The authors re-examine their assumptions concerning child growth and learning, re-see the child in his environment, and apply revised methods of observation and nurture. The role of purpose in human behavior is analyzed. Illustrations are drawn from the senior author's experience as director of Rayswift Gables, home for exceptional children. In summing up, 4 generalizations are presented as suggested procedures for teachers.—*A. J. Spross.*

6983. Robbertse, P. M. (Dept. Educ., Arts and Science, Pretoria, South Africa.) Personality structure of socially adjusted and socially maladjusted children, according to the Rorschach Test. *Psychol. Monogr.*, 1955, 69(19), (No. 404), 20 p.—A group of 100 socially maladjusted Afrikaans-speaking pupils made up the experimental group while 100 comparable adjusted children representative of the school children of Pretoria served as controls in a comparative study of the performance on the Rorschach. Statistically significant differences between

the two groups were reported in extent of refusal of cards, dark shock, difficulty in interpreting the cards, reaction time (card I only), D achievement, (Dd + S)% achievements, M and other factors. These differences are considered important guides in planning a remedial program for behavioral deviates. 27 references.—*M. A. Seidenfeld.*

6984. Rogers, Martha E., Lilienfeld, Abraham M., & Pasamanick, Benjamin. Prenatal and paratnatal factors in the development of childhood behavior disorders. *Acta psychiat., Kbh.*, 1955, Suppl. 102, 157 p.—1151 cases and 902 controls. Hyperactive confused-disorganized cases had a significantly larger proportion of white males than was found among the other groups. More prematures, more prenatal and paratnatal abnormalities among cases than controls. Abnormal conditions of the child at birth when unaccompanied by preceding maternal complications or prematurity did not differ in occurrence among cases and controls. Abnormalities of the prenatal and paratnatal periods were found to be significantly associated with behavior disorders in children. 140 references.—*D. Prager.*

6985. Sanger, Annemarie. Das Kind vom Standpunkt der Entwicklungspsychologie. (The child from the point of view of developmental psychology.) *Prax. Kinderpsychol., Kinderpsychiat.*, 1955, 4(5-6), 117-119.—The impact of the various developmental phases of child development, including the law of biogenesis and of epigenesis (Erikson), is discussed.—*E. Schwerin.*

6986. Schindler, Sepp. Seelische Traumen durch Kriegseinwirkungen als Dauerschadigung der Jugend. (Emotional traumata caused by influences of war and resulting in permanent damage to adolescents.) *Prax. Kinderpsychol., Kinderpsychiat.*, 1955, 4(5-6), 113-116.—58 high school students between the ages of 14 and 18 years were given a word association test made up of stimulus words pertaining to various traumatic aspects of war, and interspersed with innocuous words. The reaction times to both were compared, and found to be significantly greater for the loaded stimulus words. It was concluded that the effect of wartime experiences on adolescents can be sufficiently traumatic to inflict permanent damage to the personality. The intensity of the reaction is, however, dependent on the impact of the traumatizing experience.—*E. Schwerin.*

6987. Sonnenberg, Marion. Girls jumping rope. *Psychoanalysis*, 1955, 3(3), 57-62.—In his play the child rehearses the part he or she wishes to assume in adult life. "The girl in jumping rope acts out the to and fro movement of the man during sex intercourse. Her own body takes the part of the active man, while the swinging rope imitates her own body adjusting to the movement of the man's. In this game, the girl acts both the role of the man and of the woman." Thus, the girls go through unconscious preparation for their future sexual function as women. 21 references.—*D. Prager.*

6988. Stauder, K. H. uber den Pensionierungsbankrott. (Concerning "pension bankruptcy.") *Psyche, Heidel.*, 1955, 9, 481-497.—Many cases of apparent endogenous depression in older persons that do not respond to electroshock are "pension bankruptcies." These are persons whose lifelong lack of security has been masked by rigid restriction of self

to their occupational role, and who decompensate on retirement. Most of these cases are amenable to psychotherapy, with varying degrees of satisfactory outcome. The author has not yet seen any cases of "pension bankruptcy" among persons with hobbies.—*E. W. Eng.*

6989. Stewart, Robert S. (San Francisco (Calif.) State Coll.), & Workman, Arthur D. Children and other people: achieving maturity through learning. New York: Dryden Press, 1956. xi, 226 p. \$2.25.—This book is written for students, apprentices and teachers by a team of authors who know the problem of the teacher. Much of the orientation comes from Freud and Lewin but living academic thinkers and practitioners also contribute their share of the ideology incorporated in it. Titles of the major divisions of the book are: (1) infancy and early childhood, (2) elementary-school years, (3) adolescence, (4) educational psychology, (5) discipline, (6) the problem child, and (7) adults around the child. An annotated reading list is appended.—*M. O. Wilson.*

6990. Tasch, Ruth J. Interpersonal perceptions of fathers and mothers. *J. genet. Psychol.*, 1955, 87, 59-65.—Comparing the responses in Jersild's study of the joys and problems of mothers in raising children with Tasch's data on fathers, Tasch concludes that parents differ in their perceptions of parenthood; that parental expectations of their role may or may not agree with others' expectations; and that the individual is considered effective when his self-concept matches other's expectations of his role.—*Z. Luria.*

6991. Thompson, William R. (Queens U., Kingston, Ont.) Early environment—its importance for later behavior. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 120-139.—The organism needs the environment. If a specific function is to develop normally, it must have ample opportunity to function in a variety of situations. Early development literature is reviewed to illustrate the importance of stimulating environment and the effects of restrictive experience. It may be that sensory stimulation has an important dual role in development and that this functional duality can correspond to a physiological duality in the sensory system. 44 references.—*W. L. Wilkins.*

6992. Uddenberg, Gunborg. Diagnostic studies in prematures. *Acta psychiat., Kbh.*, 1955, Suppl. 104, 115 p.—The material consisted of 62 prematures 10 years old and 62 controls 10 years old, all of them born in the same year at the same hospital. There were significantly more symptoms of brain injury among the prematures. There were no differences in respect to neurosis, heredity, or intelligence. Test results and historical findings agreed. Of two types of brain-injury revealed, only one (androphrenia) occurs significantly more frequently among the prematures. 52 references.—*D. Prager.*

6993. Wertham, Frederic. Are they cleaning up the comics? *N. Y. State Educ.*, 1955, 43, 176-180.—Despite the new comics code, publishers still flood the market with unwholesome materials. The author reviews his previous criticisms of comic books and their impact on the child's academic achievements and total personality development and deplores the support given such publications both by the code of the Comics Magazines Association and misguided de-

fenders of comics as harmless and insignificant.—*L. D. Summers.*

6994. Witty, Paul, & Coomer, Anne. A case study of gifted twin boys. *Except. Child.*, 1955, 22, 104-108; 124-125.—A case study report of gifted twin boys with Binet IQ's over 180. Both boys reveal a good to outstanding adjustment socially, academically, and intellectually. Early school identification, acceleration, enrichment, and enthusiastic family cooperation all seemed to be factors in the favorable outcome. "Such children should be identified early as have these boys and should be encouraged to develop their potential in order to make their greatest contribution to society."—*J. J. Gallagher.*

6995. Wolfheim, Nelly. Nachklänge und Schlussfolgerungen. (Afterthoughts and conclusions.) *Pras. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 174-178.—A child is most likely to grow emotionally in an atmosphere where his own individual needs are recognized and met. The question of the value of religious training is also raised. The author believes that the child is capable of adopting ethical standards without the external influence of religious indoctrination, but that the reaction to such indoctrination depends on the "collective unconscious" of the individual child.—*E. Schwerin.*

6996. Zulliger, Hans. Das "Geheimnis" pubertierender Mädchen. (The "secret" of pubescent girls.) *Psyche, Heidel.*, 1955, 9, 498-512.—What is the significance of the "secret" preoccupying some girls in puberty? With the menarche and appearance of breasts, reactivation of the castration complex results in an increase of anxiety. Friendship with another girl who shares one's "secret" is strengthening at this time. The "secret" has a conscious and an unconscious side, the latter the repressed castration conflict. At the same time the "secret" may represent the symbolic counterpart of a phantasied penis; it is principally this symbolic usage of the "secret" that accounts for the violent reaction to the girl friend's "giving up" of the "secret."—*E. W. Eng.*

(See also abstracts 6441, 6683, 6868, 6879, 7131, 7216, 7391, 7427, 7451, 7543, 7561, 7601, 7634, 7637, 7643)

MATURITY & OLD AGE

6997. Caine, M. B. Older workers in industry. *Personn. Pract. Bull., Melbourne*, 1955, 11(4), 12-21.—Work efficiency, learning processes, work behavior, attitudes, physical capacity, types of work and assumptions about older workers are summarized and discussed. Research methods are evaluated, recommendations made and suggestions given for the employment of older workers. 22 references.—*J. L. Walker.*

6998. Comfort, Alex. The biology of senescence. New York: Rinehart, 1956. xiii, 257 p. \$4.00.—The author calls this book a compilation, because he has brought together the findings and thoughts of many scientists on the nature and measurement of senescence, its distribution in man, animal life and protozoa, the influence of genetic factors, the role of growth and rate of living, senescence in cells and in the endocrines. A great deal of factual information is still needed before senescence will be really understood. 733-item bibliography.—*G. K. Morlan.*

6999. Goldfarb, Alvin I. (Home for Aged and Infirm Hebrews, New York.) Psychotherapy with aged persons: patterns of adjustment in a home for the aged. *Ment. Hyg., N. Y.*, 1955, 39, 609-621.—"Many aged persons are relatively incapacitated for conventionally acceptable adaptation to their social environment because they have lost or failed to acquire the necessary resources." It is around this problem that the psychotherapeutic program must operate. Living in a home for the aged is different from the previous experiences of the individual and the adaptation difficult because of "reduced efficiency (which) gives rise to social friction and personal pain." The psychiatrist who can appreciate the manner in which the institutionalized aged maintain their dignity and self-esteem can do much to reduce their fears and insecurity.—*M. A. Seidenfeld.*

7000. Hopkins, Barbara, & Post, Felix. (Maudsley Hosp., London, Eng.) The significance of abstract and concrete behaviour in elderly psychiatric patients and control subjects. *J. ment. Sci.*, 1955, 101, 841-850.—A good proportion of younger adult subjects are unable to adopt an abstract attitude and this limits the value of present tests. In healthy elderly people abstract ability is maintained into the second half of the seventh decade. Present Goldstein type tests are limited in that they stress only the negative findings and failure on the tests does not necessarily indicate presence of brain damage.—*W. L. Wilkins.*

7001. Reichenberg-Hackett, Wally. (Duke U., Durham, N. C.) Senior citizens in community work. *Ment. Hyg., N. Y.*, 1955, 39, 574-580.—A discussion of a geriatrics project of the Mental Health Division of the Volusia County Health Unit, Florida. The study was concerned primarily with the psychological needs of a sizeable retired population. Out of these efforts come an opportunity not only to help the older members of a community but assistance for teachers and children in the local school system as well. This is a result of having enlisted the interest and direct participation of the aging group in community participation in a number of activities that interested them and at the same time helped alleviate deficiencies in community resources.—*M. A. Seidenfeld.*

7002. Smith, Ethel Sabin. (Mills Coll., Oakland, Calif.) The dynamics of aging. New York: Norton & Co., 1956. 191 p. \$2.95.—A psychological and philosophical description of the later years is presented. The book is directed at a general audience. In the discussion an attempt is made to get beneath surface aspects of the ego of the older person. Values and motivations of the later years are described in terms of their consequences in personal and social adjustment.—*J. E. Birren.*

7003. Stieglitz, Edward J. Aging as a problem of nutrition. In *Eppright, et al., Weight control . . .* (see 30: 7569), 64-79.—The etiology of the "degenerative" disease, in sharp contrast to the exogenous and usually infective disorders of youth, is a multiple and variable etiology. "Hypertension may be due to chemical intoxications secondary to kidney failure, to arsenic or lead, or to endocrine imbalance, or to lesions of the central nervous system, or secondary or prolonged emotional tensions from repressed and distorted resentments." "Malnutrition acceler-

ates the changes of aging and contributes significantly to the etiology of most of the chronic progressive disorders in later maturity. Obesity is the most common form of malnutrition."—*J. Brožek.*

7004. Turner, Arthur N. (*Yale U., New Haven, Conn.*) The older worker: new light on employment and retirement problems. *Personnel*, 1955, 32, 246-257.—The experiences of two companies—one with a compulsory retirement program, one without—illustrate that few policies can be blindly applied to the activities and employment of aging workers. One of the few generalizations, however, is that management must take the lead in providing sensitive, understanding treatment of the diverse problems of the older worker.—*D. G. Livingston.*

7005. U. S. Department of Health, Education, and Welfare. Committee on Aging. Selected references on aging; an annotated bibliography, 1955. Washington, D. C.: Government Printing Office, 1956. iv, 64 p. 30¢.—Annotated bibliography from current literature arranged within major interest categories: social aspects of an aging population (151 items); economic and employment aspects (93 items); the aging process, health, and medical care (102 items); reports of conferences and state commissions (30 items); conference and group discussion methods (22 items). 16 periodicals are listed. A section on community helps is designed for community workers who wish a few ready references, and a section on personal adjustment is for individuals seeking personal information.—*A. J. Sprov.*

7006. Usov, A. G. Eksperimental'nye dannye k voprosu o vliianii vozdukh, obogashchennogo kislorodom, na vysshuiu nervnuu deiatel'nost' prestarelykh liudei. (Experimental data on the influence of air, enriched by oxygen, on the higher nervous activity of aged people.) *Zh. vyssh. nervn. Deiatel'.*, 1955, 5(3), 351-357.—The effect of air, enriched by 40-50% oxygen, on the higher nervous activity of very old people depends on degree of weakening of their nervous processes. Where senile changes are not very pronounced, there appears "strengthening of the cortical stimulatory process with improvement of the functions of the second signal system and of the activity of the autonomic centers"; where very pronounced, there appears "initial intensification of inhibition to the point of inducing deep physiological sleep with subsequent heightening of excitability of the cerebral cortex and normalization of autonomic functions." Where senile weakness of the mind is to be observed, oxygen enrichment produces no noticeable changes in conditioned-reflex activity.—*I. D. London.*

7007. Vischer, A. L. Einige Gedanken über Altersforschung, Gerontologie und Geriatrie. (Some thoughts on research concerning aging, gerontology and geriatrics.) *Z. Altersforsch.*, 1955, 9, 219-222.—The author reviews the background and origins of the fields of gerontology and geriatrics and points out the contributions of Dr. Max Bürger, professor of internal medicine at the University of Leipzig, whose 79th birthday this issue commemorates.—*R. M. Frumkin.*

(See also abstracts 6988, 7264, 7417, 7437, 7521, 7532)

SOCIAL PSYCHOLOGY

7008. Bergler, Edmund. Laughter and the sense of humor. New York: Grune & Stratton, 1956. xii, 297 p. \$5.00.—After providing a review of the many "theories" of laughter, the author develops his psychoanalytic viewpoint in which all humor reflects in one way or another the "unconscious refutation of the accusation that one is a lover of the pleasure-in-displeasure pattern." The relation of humor to pseudo-aggression is stressed.—*L. A. Pennington.*

7009. Blau, Peter M. (*U. Chicago, Ill.*) Bureaucracy in modern society. New York: Random House, 1956. 127 p. 95¢.—"The type of organization designed to accomplish large-scale administrative tasks by systematically coordinating the work of many individuals is called a bureaucracy." The basic characteristics of bureaucratic organization are specialization, a hierarchy of authority, a system of rules, and impersonality. "If we want to utilize efficient bureaucracies, we must find democratic methods of controlling them lest they enslave us." Contents: (1) Why study bureaucracy? (2) Theory and development of bureaucracy. (3) Bureaucracy in progress. (4) Bureaucratic authority. (5) Bureaucracy and social change. (6) Bureaucracy and democracy. Selected readings.—*H. K. Moore.*

7010. Chapman, Joan, & Eckstein, Michael. (*New York U.*) A social-psychological study of the alleged visitation of the Virgin Mary in Puerto Rico. *Yearb. Amer. phil. Soc.*, 1954, 203-206.—Abstract.

7011. Chauchard, Paul. (*École des Hautes Études, Paris, France.*) Sociétés animales, société humaine. (Animal societies; human society.) Paris: Presses Universitaires de France, 1956. 127 p.—The first part of this monograph deals with biosociology: distinctions between kinds of animal groupings and the effects of group living on individual organisms, with special reference to the biology and sociology of insect groups. Part II, on the social psychology of vertebrates, treats social hierarchies and territorial delimitation. The final section is concerned with social conscience and human society. 26 references.—*C. J. Smith.*

7012. Coser, Lewis A. The functions of social conflict. Glencoe, Ill.: The Free Press, 1956. 188 p. \$3.50.—A series of propositions are presented emphasizing the functional role of social conflict and its relationship to social structure. "... the distinction between types of conflict, and between types of social structures, leads us to conclude that conflict tends to be dysfunctional for a social structure in which there is no or insufficient toleration and institutionalization of conflict. The intensity of a conflict which threatens to 'tear apart,' which attacks the consensual basis of a social system, is related to the rigidity of the structure. What threatens the equilibrium of such a structure is not conflict as such, but the rigidity itself which permits hostilities to accumulate and to be channeled along one major line of cleavage once they break out in conflict. 24-page bibliography.—*H. P. Shelley.*

7013. David, Madeleine. Phénoménologie et histoire religieuses. Remarques psychologiques. (Phenomenology and history of religion: some psychological remarks.) *J. Psychol. norm. path.*, 1955,

52, 384-391.—This is a critical summary of recent developments in the fields of history, philosophy and psychology of religion, with emphasis on some current controversies. 46 references.—*M. L. Simmel.*

7014. Davis, David E. (Johns Hopkins U., Baltimore, Md.) **Social interaction of rats as indicated by trapping procedures.** *Behaviour*, 1955, 8, 335-343.—Analysis of double and triple catches of wild Norway rats in box traps shows the number of males to be significantly less than chance expectancy. It is inferred that males tend to repulse each other. A similar failure of chance expectancy in catches of marked and unmarked rats appears to indicate that marked rats drive away unmarked rats belonging to the same sex. German summary.—*L. I. O'Kelly.*

7015. Feldman, Harold. **Some distinctions in hero psychology.** *Psychoanalysis*, 1955, 4(1), 43-52.—A hero is a man or dream-man whom popular fancy transforms or creates into a semi-divine being. A great man is a man who rises from the masses or is raised by them to become their teacher because of his ideas, abilities, initiative, and accomplishments. The hero-great man relation in myth corresponds to the psychic connection between the rebelling son and the authoritative father. The great man is a revolutionary and is thus able to bind the son's rebellious energies to himself, while himself remaining a symbol of power and authority.—*D. Prager.*

7016. Hillman, Arthur. (Roosevelt U., Chicago, Ill.) **Sociology and social work.** Washington, D. C.: Annals of American Sociology, Public Affairs Press, 1956. 72 p. \$1.00.—". . . a concise account of the history and organization of social work . . . with a sociological perspective. . ." In 6 chapters these topics are discussed: contemporary social work; government social work agencies; voluntary agencies; social work methods; social work as a profession; social values and current issues. Selected bibliography.—*L. B. Costin.*

7017. Infield, Henrik F. **Utopia and experiment—essays in the sociology of cooperation.** New York: Frederick A. Praeger, 1955. 320 p. \$3.50.

7018. King, C. Wendell. (U. Mass., Amherst.) **Social movements in the United States.** New York: Random House, 1956. x, 127 p. 95¢.—A social movement is "a group venture extending beyond a local community or a single event and involving a systematic effort to inaugurate changes in thought, behavior, and social relationships." Contents: (1) Mass society and social movements. (2) The nature of social movements. (3) Careers of social movements. (4) Selection and the problem of motives. (5) Internal factors in growth. (6) External influences on growth. (7) Purposes and consequences. Selected readings.—*H. K. Moore.*

7019. Lefevre, Carl. (Chicago (Ill.) Teachers Coll.) **A laboratory course in group discussion.** *J. Higher Educ.*, 1955, 26, 489-492.—A 2-hour course running for 1 semester is described, including objectives, class organization, methods of procedure, and role of the instructor. There is both instruction and practice in the functions of committees, symposia, and panels.—*M. Murphy.*

7020. Lindesmith, Alfred R. (Indiana U., Bloomington.), & Strauss, Anselm L. **Social psychology.** (Rev. ed.) New York: Dryden Press, 1956. xvi,

703 p. \$5.50.—This edition represents a considerable enlargement of the original (see 23: 5405). The principal changes: (1) More attention to other theoretical positions; (2) Conversation stressed as the prototype of linguistic behavior; (3) Discussion of personality enlarged and more attention given to relationships between social structure and personality; (4) Extensive use of illustrative material from the local American cultural setting; (5) 2 chapters on collective behavior omitted; (6) Discussions of topics such as childhood personality development, personality change, motivation, and social structure and personal organization added.—*A. J. Sprow.*

7021. Lindner, Robert. **Must you conform?** New York: Rinehart, 1956. xiii, 210 p. \$3.00.—This is a collection of six papers, all previously presented by the author either as lectures or articles. The papers are all concerned with the question "Must we conform?" The answer, says the author, is ". . . No! No . . . not only because, in the end, we are creatures who cannot conform . . . but no because there is an alternate way of life available to us here and now. It is the way of positive rebellion, the path of creative protest, the road of productive revolt. This is the way natural to man, the way he must and will take to achieve the values he aspires to just because he is human."—*H. D. Arbitman.*

7022. Schneider, Eliezer. (U. Brasil, São Paulo.) **Temas atuais da psicologia social.** (Present-day themes in social psychology.) *Ann. Inst. Psicol.*, 1951, 1, 145-159.—Personality in the social milieu is the theme of much present-day psychological study. Personality is considered a system of motives, habits, and attitudes acquired in a culture and social group. Anthropological studies confirm the decisive importance of the social milieu in personality development. Social psychologists are much interested in attitudes, opinions (more conscious and verbal than attitudes), propaganda, group leadership, and prejudice. Inherent in the process of adjustment are frustrations, which are decisive in developing all sorts of social non-conformism. Intensive frustrations tend to produce violent non-conformisms, which may be valuable types of rebellion, or result in delinquency and criminality.—*E. C. Munro.*

7023. Sellitz, C., & Barnitz, E. **The evaluation of intergroup relations programmes.** *Int. soc. Sci. Bull.*, 1955, 7, 364-375.—3 previously published studies of the effects of intergroup relations programs focussed on prejudice are described, each presenting a different problem and a different technique of evaluation. One study examines how ". . . good personal contacts with some members of a people can change attitudes toward the people as a whole." A second ". . . tests the hypothesis that neighborly contact between different ethnic groups leads to friendlier feelings between them." The third study is concerned with the evaluation of a film.—*H. P. Shelley.*

7024. Sorokin, Pitirim A. **Fads and foibles in modern sociology and related sciences.** Chicago: Regnery, 1956. viii, 357 p. \$10.00.—Operationalism, mental tests, statistics, "social physics," "mental mechanics," and other emphases of modern psychology, psychiatry, and sociology are examined "to expose the nonscientific and halfscientific elements." An "integralist conception" of psychosocial reality requires "an adequate knowledge not only of the sen-

sory aspect . . . but also of its rational and super-sensory-superrational aspects."—R. Tyson.

7025. Thibaut, John W. (U. North Carolina, Chapel Hill.), & Riecken, Henry W. Some determinants and consequences of the perception of social causality. *J. Pers.*, 1955, 24, 113-133.—The hypotheses to be tested were as follows: (1) The S will perceive the causal locus for compliance as "internal" to the high-power stimulus person and as "external" to the low-power stimulus person. (2) When S rates a person before and after a successful influence attempt, there will be a greater positive or smaller negative change in ratings of acceptance of a high-power than of a low-power stimulus person. Data were secured by use of a rating scale, the California F-Scale and interviews. Ss were undergraduate men students. In general the hypotheses were confirmed.—M. O. Wilson.

7206. Thorpe, J. G. A study of some factors in friendship formation. *Sociometry*, 1955, 18, 207-214.—(1) Groups of pairs of friends, partial friends, and non-friends were built up and the mean differences between the pairs for each group in respect of intelligence, neuroticism, age, and popularity were compared. (2) In the main, whether the pairs were male-male or female-female made no difference to the results obtained. (3) Each of the above variables was found to be unrelated to friendship formation with the possible exception of age, friends tending to be more alike than non-friends. This trend was not significant statistically, though it applied equally well to male and female pairs. (4) These results indicated, so far as the results of previous investigators would allow, that cultural differences had no effect on the relationships studied.—H. P. Shelley.

7027. Toch, Hans H. (Off. Publ. Opin. Rsch., Princeton.) Crisis situations and ideological revaluations. *Publ. Opin. Quart.*, 1955, 19, 53-67.—Drawing on historical and biographical material, the author derives a conceptual scheme that attempts to account for abrupt changes in individual's systems of belief—especially defection from Communism and religious ideology. A discussion of ideologies considers their function, validation, modification and abandonment. The role of crisis situations in up-setting ideological adherence is the central topic. Personal crises are viewed as important ways in which people are detached from social movements.—H. W. Riecken.

7028. Verplanck, William S. (Harvard U., Cambridge, Mass.) Experimental techniques and theoretical structures developed by European ethologists. *Yearb. Amer. phil. Soc.*, 1954, 187-190.—Abstract.

(See also abstracts 6527, 6543, 6579, 6694, 6866, 7639, 7703)

METHODS & MEASUREMENTS

7029. Beaglehole, E. Evaluation techniques for induced technological change. *Int. soc. Sci. Bull.*, 1955, 7, 376-386.—"The specifically anthropological contribution to the evaluation of action programs designed to further technological change stems from the professional preoccupation of anthropologists with the social structure and functioning of small social groups, together with a comparative analysis of the

workings of communities all over the world."—H. P. Shelley.

7030. Bjerstedt, Ake. Interpretations of sociometric choice status. Copenhagen, Denmark: Ejnar Munksgaard; Lund, Sweden: C. W. K. Gleerup, 1956. 408 p. 40 Kr. (Paperbound).—" . . . the purpose of the present studies is to discuss and test . . . interpretive assumptions concerning sociometric choice status starting from the field of work where sociometric choice methods have probably been most easily utilized (elementary school), from a choice aspect of primary importance for its educational applications (selecting a workmate) and from a simple choice technique similar to the most generally employed devices." The first part discusses the general principles for the collection and analysis of "sociopreferential" data; the second takes up the analysis of the interrelationships of such data obtained from a sample of 867 Swedish school children; the third part compares high and low subjects in "sociopreference" with respect to their general adjustment. 21-page bibliography.—H. P. Shelley.

7031. Blau, Peter M. (U. Chicago, Ill.) Determining the dependent variable in certain correlations. *Publ. Opin. Quart.*, 1955, 19, 100-105.—When the actual time sequence of occurrence of two variables is unknown the dependent variable in a correlation "can be determined by establishing that the partial relations between it and a common antecedent factor disappear when the other variable in the original correlation is held constant." The application of this procedure to survey data is illustrated by an example.—H. W. Riecken.

7032. Borgatta, Edgar F. (Russell Sage Foundation, New York.) An error ratio for scalogram analysis. *Publ. Opin. Quart.*, 1955, 19, 96-100.—Criticizing both the traditional coefficient of reproducibility and Menzel's coefficient of scalability the author proposes and works out a computational example of another measure of reproducibility. "The error ratio is simply the ratio of errors in the scale to the maximum number of errors for a scale of the same marginal frequencies."—H. W. Riecken.

7033. Bram, Joseph. The application of psychodrama to research in social anthropology. *Group Psychother.*, 1954, 7, 139-145.

7034. Dupuis, Adrian M. (U. Minnesota, Minneapolis.) Social consensus and the scientific method. *Educ. Theory*, 1955, 5, 242-248.—The theory of "social consensus," as set forth by R. Bruce Raup, Theodore Brameld, and others of the pragmatic persuasion, has put major emphasis on the social environment and "unrational" drives rather than on objective evidence as a criterion of knowledge. This theory, wherein the "group mind" projects its desires upon the world so as to reconstruct the world to its own liking, can be differentiated from the scientific method which aims to enable both the individual and the group to know the world as it is.—A. E. Kuenzli.

7035. Field, Joan Bissey. (Pennsylvania State U., University Park.) The effects of praise in a public opinion poll. *Publ. Opin. Quart.*, 1955, 19, 85-91.—Attempting to assess the effects of praise in producing "sincere, honest answers," the author used 29 interviewers to survey 433 citizens in Clearfield, Penna. Slightly more than half the sample were in-

interviewed with a questionnaire into which had been built standardized phrases praising the respondent's answers. The remainder of the sample (matched on age, sex, occupation and length of residence in the community) received a "control" questionnaire which also contained remarks for the interviewer to make, but these were neutral. Respondents to the experimental questionnaire tended to give fewer "don't knows," more answers and more original ones, and more honest and sincere answers to questions about a fictitious public agency.—H. W. Riecken.

7036. Greenberg, Allan, & Lissance, Daniel. The accuracy of a journalistic poll. *Publ. Opin. Quart.*, 1955, 19, 45-52.—A critical analysis of the accuracy of the New York *Daily News* poll in predicting the outcome of mayoralty elections in 1950 and 1953 reveals that the percentage of votes received by the winning candidate (in four-man contests) was overestimated by about 10 per cent. The authors attempt to account for this "systematic error" in terms of turnout, size of sample in each Assembly District, and date of polling, but find none of their hypotheses supported by the data. They criticize the polling procedures of the newspaper (which are described in some detail) and conclude that the error "must reside in factors other than those which were readily available for scrutiny or, more likely, in invalid polling procedures and methods."—H. W. Riecken.

7037. Guest, Lester P. (Pennsylvania State U., State College.) A new training method for opinion interviewers. *Yearb. Amer. phil. Soc.*, 1954, 184-185.—Abstract.

7038. Jahoda, M., & Barnitz, E. The nature of evaluation. *Int. soc. Sci. Bull.*, 1955, 7, 353-364.—Evaluation attempts to ascertain (1) changes during and after an action program, and (2) whether such changes are attributable to the program. It is most successful if planned from the beginning of the program. Evaluation consists in: "... defining the aims of the program; selecting the criteria by which accomplishment is judged, and the methods of measuring them; deciding on the logic or design of the evaluation; collecting the data; analysing the data." Each topic is further discussed.—H. P. Shelley.

7039. Kelley, H. H., Hovland, C. I., Schwartz, M., & Abelson, R. P. (Yale U., New Haven, Conn.) The influence of judges' attitudes in three methods of attitude scaling. *J. soc. Psychol.*, 1955, 42, 147-158.—Results of study of white and Negro attitudes on race questions by methods of equal-appearing intervals, successive intervals, and paired comparisons show "equal-appearing intervals values reflect a continuum of social significance or importance" and "paired comparison scale values largely reflect a semantic or meaning continuum." The successive intervals method "seems to result in some intermediate solution." A "problem for further research in this area is to ascertain whether a combination of explicit instructions and the method of successive intervals will yield scales which are invariant with respect to the judges' opinions."—J. C. Franklin.

7040. Klineberg, O. The problem of evaluation. *Int. soc. Sci. Bull.*, 1955, 7, 346-352.—This is an introduction to a series of papers on methods and results of evaluation. "It is not sufficient to draw attention to the need of evaluation. What is needed is not merely more evaluation, but more acceptable

evaluation, based as far as possible on the rigorous demands of scientific method." Since evaluation permits the administrator to reach his goals more effectively, it is wise for him to allow for it in his budget. A brief review follows of the social sciences and evaluation in Unesco's program.—H. P. Shelley.

7041. Locke, Harvey J. (U. Southern Calif., Los Angeles.) Are volunteer interviewees representative? *Soc. Probl.*, 1954, 1, 143-146.—It seems that volunteers for tests are often persons high in self-esteem and this trait is highly correlated with unconventional sex behavior. This might be said of the Kinsey interviewees who are therefore not a representative sample. Yet, the Kinsey studies have made some valuable contributions to family life. They have helped to clear away some of the restrictions against investigating sex behavior. This is a step forward, even though a small step.—R. M. Frumkin.

7042. Matsuyama, Yasuo, & Tanaka, Kunio. Shakaiteki taido no sokuteironteki kenkyū III. (The measurement of social attitudes III.) *Jap. J. Psychol.*, 1954, 25, 174-180.—A random sample of 40 was obtained from the original 781 attitude scales used in a previous study (see 29: 1505). Using the Q-technique, factor analysis of the social attitudes was done. Two important factors were extracted. Those heavily loaded with the first have the popular or prevalent social attitudes, while those heavily loaded with the second have "unpopular and independent" social attitudes. The "popular" factor was found to be 60% even among students, who supposedly are idealists. In Japanese with English summary, p. 220.—A. M. Niyeekawa.

7043. Moreno, J. L. Die Grundlagen der Soziometrie: Wege zur Neuordnung der Gesellschaft. (The foundations of sociometry: way to a new order of society.) Köln: Westdeutscher Verlag, 1954. xiii, 385 p. DM 30.—A translation by Grete Leutz, with an introduction by Leopold von Wiese of the 1953 edition of "Who shall survive?" (see 28: 4178).—C. M. Louttit.

7044. Mouton, Jane Srygley; Blake, Robert R., & Fruchter, Benjamin. The validity of sociometric responses. *Sociometry*, 1955, 18, 181-206.—Studies relating sociometric measures to performance measures are summarized. "... the consistency in the findings that have been reported by different investigators can be taken as evidence that the sociometric choice provides a valuable method of measuring personal and group characteristics. ... Number of choices received on positive sociometric criteria has been found to predict such performance criteria as productivity, combat effectiveness, training ability, and leadership. ... The results thus far reported indicate that sociometric choices merit more intensive analysis as a basis for predicting a variety of performance than they have yet received." 43 references.—H. P. Shelley.

7045. Nehnevajsa, Jiri. A sociometrist's remarks on the Soviet purges. *Sociometry*, 1955, 18, 215-225.—Sociometric variables may be highly predictive of purges in the decision-making groups within the Soviet Union. It is proposed that knowledge of friendship choice patterns among members of the Presidium would lead to prediction of error tolerance and the consequences of erring (self-criticism vs. purging) for various members of the Presidium. It

is believed that interaction patterns of a friendship nature can be determined from Soviet publications and by observation within the Soviet Union. 21 references.—H. P. Shelley.

7046. Rosen, Hjalmar, & Rosen, R. A. Hudson. (U. Illinois, Urbana.) A comparison of parametric and non-parametric analyses of opinion data. *J. appl. Psychol.*, 1955, 39, 401-404.—Questionnaire item responses were analyzed by testing the significance of the differences of percents in response categories, using a non-parametric test, and by testing the group differences in mean item scores, based on weights assigned the responses, using a critical ratio test. The two approaches gave equivalent results in almost all cases. Item mean scores correlated with percent-in-category generally .90 or higher.—P. Ash.

7047. Stogdill, Ralph M. (Ohio State U., Columbus.), & Shartle, Carroll L. Methods in the study of administrative leadership. *Ohio St. Univ. Stud., Bur. Bus. Res. Monogr.*, 1956, No. 80, xv, 77 p.—The status, behavior and personal interactions of members of various organizations were studied by instruments specifically designed to cast light on leadership phenomena. The instruments fall into the following groups: Interview, organization charts and manuals, sociometric methods (20 indices), responsibility, authority and delegation scales, work analysis forms, leader behavior descriptions and effectiveness ratings. Copies of forms, statistical data on reliability and various normative and correlational material are provided.—R. A. Littman.

7048. Stycos, J. Mayone. Further observations on the recruitment and training of interviewers in other cultures. *Publ. Opin. Quart.*, 1955, 19, 68-78.—A description of the procedures used to train interviewers for surveys of factors affecting human fertility in Puerto Rico and in Jamaica includes observations on qualifications, motivations, and morale of interviewers. The techniques used included: lectures and discussions, demonstration interviews, practice interviews before the group, readings, small group practice, trial interviews in the field and private discussions with the training directors. At the end of the two-week training program, trainees rank-ordered the various methods in terms of helpfulness. The discussion of these rankings reveals the importance of having interviewers understand the purposes and probable utilization of the study.—H. W. Riecken.

7049. Wells, William D. (Rutgers U., New Brunswick, N. J.) Behavior and personality of the attitude of authoritarianism. *Yearb. Amer. phil. Soc.*, 1954, 190-192.—Abstract.

(See also abstracts 6532, 6562, 6685, 7706)

CULTURES & CULTURAL RELATIONS

7050. Alpenfels, Ethel J. (New York U.) The anthropology and social significance of the human hand. *Artificial Limbs*, 1955, 2(2), 4-21.—A discussion of the evolution of the hand and its importance as an organ both of performance and of perception. The author traces the history of the hand as it has appeared in all the creative arts, its influence on language abstractions, and its place in tribal customs, occultism, symbolism, and ritualism.—(Courtesy of *Bull. Curr. Lit.* . . . Handicapped.)

7051. Balandier, Georges. *Sociologie actuelle de l'Afrique noire; dynamique des changements sociaux en Afrique centrale.* (Contemporary sociology of black Africa; process of social change in central Africa.) Paris: Presses Universitaires de France, 1955. xii, 508 p. 1,800 fr.—A report of field research 1948-51 in French Equatorial Africa is integrated with the significant available literature. The study contrasts the impact of colonialization, modern industrial and economic expansion, and political development on one society (in the Gabon area) which disintegrated, and another (in the middle Congo area north of Brazzaville) which survived and grew stronger. It concludes with theoretical implications for handling other societies "in transition," especially the need for maintaining an inherent structure during the transition period. 65-item selected bibliography, in addition to footnote documentation in text.—S. D. Morford.

7052. Bogardus, Emory S. (U. Southern California, Los Angeles.) Social change in Iceland. *Sociol. soc. Res.*, 1955, 40, 117-126.—The last 50 years have brought a record social change in Iceland. The author describes 6 of the major changes that have occurred. These are: (1) changes in communication techniques; (2) changes in language pattern; (3) changes in social economy; (4) changes in population; (5) changes in contacts between Iceland and the United States; and (6) Iceland's role in world relations.—S. M. Amatora.

7053. Pitt, A. B. (Auckland U. Coll., New Zealand.) A study of racial attitudes during and after the war by the Thurstone technique. *Brit. J. Psychol.*, 1955, 46, 306-309.—"Tests of racial attitudes using the Thurstone technique with similar samples of students at Auckland University College were carried out with reference to Germans, Japanese and Maoris. The testing was done each year from 1940 to 1947, then in 1950 and in 1953. . . . Changes in attitude scores and in variability such as might be expected during war and succeeding peace were found with reference to Germans and Japanese. . . . The attitude toward Maoris changed similarly but at a more favorable level. . . . The Thurstone technique as used here appears to be a sensitive instrument to detect major changes in racial attitude."—L. E. Thune.

7054. Frank, Lawrence K. The psychocultural approach in sex research. *Soc. Probl.*, 1954, 1, 133-139.—"How each culture defines for the child, the adolescent, and the adult, the masculine and the feminine roles gives the individual the initial orientation toward the other sex. In that orientation and with the patterns of action, speech, and feelings considered as appropriate to the masculine or feminine role, he or she will endeavor to express his or her sexuality, to establish the relations with the other sex (or with own sex). Maleness and femaleness are biological, but masculinity and femininity are cultural. . . . sex is rarely a simple biological, organic event, it permeates all human conduct in a subtle but pervasive fashion . . . man has the only 'uncommitted' sexuality, not restricted or controlled by 'instinct'; nor confined to procreation."—R. M. Frumkin.

7055. Gomes Penna, Antonio. (U. Brasil, São Paulo.) A descontinuidade no condicionamento cultural e os seus efeitos. (Discontinuity in cultural conditioning and its effects.) *Anu. Inst. Psicol.*, 1951,

1, 71-72.—Until the late 19th century, human behavior was considered due to heredity; with the rise of sociological studies, there arose a hyper-estimation of the role of environment. Cultural anthropologists have contributed much to an understanding of the relationship of these two. Cultural influences seem to work in two ways: (1) if homogeneous, the results are harmonious; (2) if heterogeneous, conflicts are produced. In the latter case, the process is said to be discontinuous. Almost all societies produce some discontinuity. Discontinuities in modern society produce mental disease, according to analysts.—E. C. Munro.

7056. Gomes Penna, Antonio. (*U. Brasil, São Paulo.*) *Os níveis de aspiração e a eficiência da conduta.* (Levels of aspiration and efficiency of behavior.) *Anu. Inst. Psicol.*, 1951, 1, 61-62.—In 1931 Tamora Dembo studied the effects of success and failure on attempts to realize objectives, and fixed the concept of levels of aspiration. The study was furthered by Lewin's dynamic concepts. One of the most important factors is the cooperative or competitive character of the society; in a cooperative society the level of aspiration is low, and performance is stabilized at a low level; the reverse is true in a competitive society. Generally a higher level of aspiration will yield higher performance. Fear of failure may exclude efforts to improve. Persistence in vain attempts at higher levels indicates compulsiveness.—E. C. Munro.

7057. Hood, William R., & Sherif, Muzafer. (*U. Oklahoma, Norman.*) *An appraisal of personality-oriented approaches to prejudice.* *Sociol. soc. Res.*, 1955, 40, 79-85.—The author gives an evaluation of how the work of recent years along the lines of authoritarian personality fits into the larger scheme of social psychology. He shows the importance of personality factors in intergroup relations. Research has been an outgrowth of rapidly increasing concern over the grim problems of intergroup relations in the world today. Group centered approaches have stressed factors of group membership, social-economic factors and cultural factors including prevailing values and norms. Personality factors have tended to be neglected.—S. M. Amatora.

7058. Hotopp, Marion. (*Dept. Publ. Hlth, Santa Fe County, New Mex.*) *Culture and public health.* *Children*, 1955, 2, 230-231.—During the past two decades emphasis is placed on the use of different media. It was recognized that people of different educational and environmental backgrounds would react better to materials geared to these backgrounds. This has led to a deeper appreciation of health practices in other cultures. It will also help to achieve a more rapid acceptance of concepts necessary to survival, make for clearer thinkers, better teachers, and persons with better understanding of people.—S. M. Amatora.

7059. Huckel, Helen. (309 West 99 St., New York.) *The tragic guilt of Prometheus.* *Amer. Imago*, 1955, 12, 325-336.—When a legend stays alive for thousands of years, there is a psychological element involved. The myth of Prometheus lives not because of the vital interest of man in fire, but because it concerns the age-old struggle between father and son, the rivalry between the old and the young. By teaching man the art of sublimation, Prometheus

made him not only the rival of the gods but a representative of a higher form of living. The Promethean dream calls man to growth and psychological maturity.—W. A. Varvel.

7060. James, Harry C. *The Hopi Indians: their history and their culture.* Caldwell, Idaho: Caxton Printers, 1956. 236 p. \$5.00.—The author has written what may be termed a layman's guide to the Hopi Indians—"The People of Peace." It is a fairly accurate and sympathetic non-technical account of the lifeways of one of the most interesting groups of American Indians. In the 10 chapters we are provided with a "running account" of the daily activities, behaviors, and beliefs of these people, for whom the passage of time has not dulled the interest and fascination they hold for both tourists and scientists alike. The book is well implemented with excellent photographs by the author depicting the activities and environment of the Hopi, and with a series of drawings by Don Perceval, a distinguished Western artist.—H. Angelino.

7061. Kaplan, Walter, & Littman, Richard A. *Expectations and social attitudes.* *J. soc. Psychol.*, 1955, 42, 83-112.—"Ten projective situations were designed to which persons had to make a response of the 'guess what he is thinking' kind. The responses obtained from Jews and gentiles were classified by content analysis methods. Depending upon the type of analysis they were involved in, these responses were considered to be judgments or predictions. Various comparisons showed up the areas of gentile-Jewish rapport, the areas where motives and behavior were both poorly understood and predicted and, finally, clashes in the area of value judgments." 19 references.—J. C. Franklin.

7062. Keehn, J. D. (*Amer. U. Beirut, Lebanon.*) *An examination of the two-factor theory of social attitudes in a Near Eastern culture.* *J. soc. Psychol.*, 1955, 42, 13-20.—Eysenck has shown public opinions to be interpretable in Western culture in terms of two factors, Radicalism-Conservatism and Tough-Tendermindedness. This study of opinions in a Near East culture finds Eysenck's factors applicable and interprets the R-C factor "as a special case of more general phenomena while (Eysenck's) hypothesis that the To-Te factor may transcend cultural boundaries is upheld."—J. C. Franklin.

7063. Meyerson, I. *Les apports de Maurice Leenhardt à la psychologie historique.* (The contributions of Maurice Leenhardt to the history of psychology.) *J. Psychol. norm. path.*, 1955, 52, 375-383.—This author briefly summarizes Leenhardt's observations of the New Caledonian: his concept of individual personality, of time and his operations of identification and of establishing similarities. The New Caledonian is part of nature, he does not confront the world as something apart, he knows himself only as part of it. Leenhardt discussed this from various aspects and used the term "cosmomorphism" to describe its most inclusive features.—M. L. Simmel.

7064. Smith, M. Brewster. *Evaluation of exchange of persons.* *Int. soc. Sci. Bull.*, 1955, 7, 387-397.—After a discussion of the logic of evaluation studies, current research on cross-cultural education is examined for its implications for the evaluation of programs of exchange of persons. National interests may best be served by an informed and realistic ap-

praisal of the host country. External factors of food, housing, etc., are of "considerably less importance than the adequacy with which the visitor's objectives in the exchange are met." Evaluation studies must recognize that sojourn and return are multiphased and present different problems and satisfactions.—*H. P. Shelley.*

7065. Snyder, Charles R. (*Yale U., New Haven, Conn.*) Studies of drinking in Jewish culture. IV. Culture and sobriety. A study of drinking patterns and sociocultural factors related to sobriety among Jews. *Quart. J. Stud. Alcohol*, 1955, 16, 700-742.—Strong motivation for the norm of sobriety among Jews is provided by ethnocentric ideas and sentiments and the pressure arising from in-group-outgroup relations, such as in community relationships and in military service. Even ethnocentric marriage norms are important.—*W. L. Wilkins.*

(See also abstracts 6946, 7039, 7192, 7343, 7542, 7599)

SOCIAL INSTITUTIONS

7066. Bernard, Jessie. Remarriage: a study of marriage. New York: Dryden Press, 1956. xii, 372 p. \$3.75.—Although this book is concerned with remarriage, the author believes that its primary value lies in "the insights that it can provide concerning the nature of marriage in general." Major divisions presented are entitled: A cultural and statistical overview; the people who remarry; solidarity, competition and conflict; and evaluation. It was found that about one fifth of all marriages in this country are remarriages involving one eighth of all married persons. Remarriage "... is like first marriage in that it consists of the interaction of human beings within a system of legal and moral sanctions, enforced by the community. But it differs ... in that former partners must ... be incorporated into the relationship."—*H. D. Arbitman.*

7067. Davis, Maxine. The sexual responsibility of woman. New York: Dial Press, 1956. xvii, 299 p. \$4.00.—Emphasizes that women of all ages have a profound personal sexual responsibility in marriage. "Women's sexual opportunities and concomitant obligations rest on three pillars. ... One is economic freedom buttressed by education, health, and physical strength for all but a limited number of activities; another consists of her legal rights in property and marriage; and the third is sexual gratification with pregnancy optional." The 15 chapters cover all aspects of female sexuality prior to and during marriage.—*H. D. Arbitman.*

7068. Diaz-Guerrero, Rogelio. (*U. Miami Sch. Med., Miami, Fla.*) Neurosis and the Mexican family structure. *Amer. J. Psychiat.*, 1955, 112, 411-417.—Cultural assumptions that underlie role playing in the Mexican family are examined and examples are given to show how they operate specifically. Generalizations are then made as to areas of neurotic difficulty and evidence to substantiate such expectations is presented. The value of opinion polls in such study is indicated.—*N. H. Pronko.*

7069. Dyk, Ruth B., & Sutherland, Arthur M. (*Sloan-Kettering Institute, Memorial Hosp., New York.*) Adaptation of the spouse and other family members to the colostomy patient. *Cancer*, 1956, 9,

123-138.—Of 57 patients originally studied to determine the psychological impact of dry colostomy, 38 (22 men and 16 women) were included in the present investigation. The nature and quality of family care post-operatively are determined by the nature and quality of pre-operative relationship. Good relationships become even better, while poor relationships rapidly deteriorate. Illness in a husband or wife does not automatically call forth the best efforts in the spouse. Rather, it is a relationship between them. Patterns of adaptation evolved by the patient are never independent of this relationship. The spouse is often the key to the patient's success or failure in adapting himself to his disability.—*M. Bard.*

7070. Eckert, Ralph G. Sex attitudes in the home. New York: Association Press, 1956. xiv, 242 p. \$3.50.—Through a series of chapters dealing with the emergence of the sex drive from childhood to maturity, this book is concerned with sex attitudes in the home, and with the opportunities parents have to create in their children positive feelings about sex. The authors "hope that this book may have given parents more confidence to trust their own emotions ... that it may have clarified some of the ... situations children and adolescents face in growing up in a bisexual world where so many of the satisfactions of life are related to the ability to work out good relations with the other sex. ..."—*H. D. Arbitman.*

7071. Elkin, Frederick. (*McGill U., Toronto.*) Popular hero symbols and audience gratifications. *J. educ. Sociol.*, 1955, 29, 97-107.—The listing of types of reassurances and threats serves an analytic function only. Each star symbolizes many characteristics, some involving contradictory images. Though each is an organic unity, reactions to various stars vary in strength and direction. The study is a preliminary non-quantitative one and conclusions extended to related types of popular hero symbols or to social class groups as a whole would be unwarranted.—*S. M. Amatora.*

7072. Feldman, A. Bronson. Mother country and fatherland. *Psychoanalysis*, 1955, 3(2), 27-45.—Matriotism refers to the ideas clustering around the mother-land symbol. Patriotism refers to the feelings and thoughts about lordship and the state as a structure of paternal authority. Matriotism springs from the passionate attachment of the young to the body of the mother and its environment. Genital primacy is a mere point in time when compared with the plateaus of oral and anal primacy and the ledge of the phallic phase. The growth of the state inevitably weakens the superego.—*D. Prager.*

7073. Fodor, Nandor. The hound of heaven. *Psychoanalysis*, 1955, 3(4), 45-59.—"... God and Dog are not necessarily opposites, one excluding, concealing or blaspheming the other, but ambivalent expressions that, with an ebb and flow in feeling content, have been used as such through ages past."—*D. Prager.*

7074. Folsom, Joseph K. (*Vassar Coll., Poughkeepsie, N. Y.*) Kinsey's challenge to ethics and religion. *Soc. Probl.*, 1954, 1, 164-168.—"Our present morality seems to be tied up with the semantic assumption that the sex act, apart from procreation or marriage, is of the nature of getting: sensations for the male; sensations, economic rewards, or nothing at all for the female. But the act, whether licit

or illicit, is also a giving of intense satisfaction to another human being, commonly with reciprocation, sometimes long-craved and long pleasantly remembered. This fact is verbally emphasized in some cultures which anthropologists regard as rather sex-affirming."—*R. M. Frumkin.*

7075. **Freidson, Eliot.** A prerequisite for participation in the public opinion process. *Publ. Opin. Quart.*, 1955, 19, 105-111.—This conceptual treatment of "opinion" argues that "opinion implies a certain relative point of view" which sees problems as solvable neither through authoritative knowledge nor revelation. The genesis of this perspective is sketched.—*H. W. Riecken.*

7076. **French, Elizabeth G., & Ernest, Raymond R.** The relation between authoritarianism and acceptance of military ideology. *J. Pers.*, 1955, 24, 181-191.—The hypothesis that F-scale responses would be related to acceptance of military ideology was confirmed. Furthermore, the relation was greater when items dealing only with attitudes toward authority, conventionalism, and "hardheadedness" were used than when those dealing with projectivity, sexual concern, superstition, etc., were included.—*M. O. Wilson.*

7077. **Groenman, Sjoerd.** (Institute for Social Research, Amsterdam, Holland.) Women's opinion about size of family in the Netherlands: attempts to measure desired size of family. *Eugen. Quart.*, 1955, 2, 224-228.—Results of a questionnaire survey sent to some 11,000 engaged couples in three large cities and eight small municipalities, clarified motivation behind registered birth rate trends. Those wishing small families mentioned overpopulation, financial circumstances, possibilities for education, and housing shortages. Some considered their parents' large families as a sort of warning example. Roman Catholic and Calvinist women left the decision in the hands of God.—*G. C. Schwesinger.*

7078. **Harris, Marvin.** (Columbia U., N. Y.) Town and country in Brazil. New York: Columbia University Press, 1956. 302 p. \$4.50.—A detailed account of the life and culture of an isolated town in Brazil. Contents: Introduction, setting, economics, class and race, the family and the individual, government and politics, religion, folk belief, conclusion, references cited, index. Two maps, 2 illustrations, one figure. Sample items: "Most of the people of Minas Velhas believe in ghosts, demons, magic, and the curative powers of certain herbs and roots." "Minas Velhas is a highly rank-conscious community." "The government of the country whose seat is in Minas Velhas employs more people and owns more property than any single private enterprise in the country." 33 references.—*H. K. Moore.*

7079. **Hiltner, Seward.** (U. Chicago, Ill.) Books in pastoral psychology 1955. *Pastoral Psychol.*, 1956, 6(60), 9-22.—This "summarized description and evaluation" includes 40 books under these headings: pastoral care and counseling, psychological understanding of religion, psychotherapy, background material in psychology, relation of psychology and theology, and special topics (sex, marriage, alcoholism, comic books).—*A. Eglash.*

7080. **Hunt, Winslow.** (40 Grove St., New York.) On bullfighting. *Amer. Imago*, 1955, 12, 343-353.—

"In its central unconscious significance the bullfight is an Oedipal drama which portrays the victory of the son over the father." This paper examines the structure of the modern bullfight in detail and considers the question of how guilt for the parricidal impulses is avoided.—*W. A. Varvel.*

7081. **Jordan, Robert H.** (U. Southern California, Los Angeles.) Social functions of the churches in Oakville. *Sociol. soc. Res.*, 1955, 40, 107-111.—The social functions of churches in this small Oregon town were studied with special reference to the social processes of stratification, cooperation, conflict, and accommodation. Methods used included: (1) interview; (2) participant observation; (3) questionnaire; (4) social distance tests; and (5) ecological spot maps. The author analyzes the results of the study in full under some sixteen points.—*S. M. Amatori.*

7082. **King, John A.** Social behavior, social organization, and population dynamics in a block-tailed prairie dog town in the Black Hills of South Dakota. *Contr. Lab. Vertebr. Biol. Univ. Mich.*, 1955, No. 67, 123 p. 4 plates.—The behavior of marked prairie dogs living in a definable area of a large town was observed during 1948, 1949, and 1950. In addition to primary biological observations the social organization and behavior are described. There appeared to be no hierarchical relations within the group, but there was clear aggression and defensive behavior toward animals from neighboring areas. "The individuals within a coterie are socially integrated" with group coordination being achieved through tactual, olfactory, visual, and vocal stimuli. 49-item bibliography.—*C. M. Louttit.*

7083. **Klein, Alan F.** (U. Pittsburgh, Pa.) Role playing in leadership training and group problem solving. New York: Association Press, 1956. xiv, 176 p. \$3.50.—Written for the layman, this book's major objective is to outline the ways in which role playing should and may be used in solving problems which arise in community organizations. Its 8 chapters cover: Using role playing in your meeting, Helping the group to role-play, Preparing for role playing, The setting and action of the role play, Involving the audience, The leader of role playing, How role playing may be used, and The values and dangers of role playing.—*R. A. Littman.*

7084. **Levine, Lena.** (Margaret Sanger Research Bureau, New York.) Sex and marriage problems. In *Slavson, S. R., The fields of group psychotherapy*, (see 30: 7314), 246-259.—The author's experience at the Margaret Sanger Research Bureau indicates that group treatment offers a realistic approach to problems of interpersonal relationships (marital, sex, and reproduction). Experimentation has been conducted with these groups: women with sexual difficulties; premarital (preventive); couples with varied marital problems; men with potency problems; men with azospermia; and various infertility problems. 13 references.—*H. H. Strupp.*

7085. **Meister, Albert.** (Comp.) Sociologia dell'abitato e del vicinato: saggio bibliografico. (Sociology of housing and the neighborhood; bibliographical essay.) Ivrea (To), Italy: Centro di Sociologia della Cooperazione (12, Via Monte Brogliero), 1955. 70 p. (Documenti No. 3).—An annotated bibliography of 481 entries on sociology of urban, slum, sub-

urban, and rural housing, cooperative housing, and the social psychology of the neighborhood.—C. M. Louttit.

7086. Michigan. University. Detroit Area Study. A social profile of Detroit: 1955. Ann Arbor, Mich.: Author, 1956. v, 46 p. \$1.25.—This is the fourth general report (see 28: 8674 and 8675; 29: 7180), of the interview survey operations of the Detroit Area Study. The general objective of the 1955 research was to gain a better understanding of the behavior of the family in a large metropolitan community. Findings on the following are presented: Making a living in the Detroit area, Television set ownership, Helping and being helped by relatives, The urban kin group, and The urban housewife.—A. J. Sprow.

7087. Mowrer, Harriet R. Sex and marital adjustment: a critique of Kinsey's approach. *Soc. Probl.*, 1954, 1, 147-152.—"Studies such as Kinsey's, colossal as they may be in size; adequate or inadequate in methodology, which deal only with the discrete elements of sexual experience, their frequency and distribution, throw little or no light upon how sex actually functions in either a social or a marriage interactional context. There is still no scientific evidence to prove that the sex factor is in itself a significant determinant of marital success."—R. M. Frumkin.

7088. Olt, Russell. (Anderson Coll., Ind.) An approach to the psychology of religion. Boston: Christopher Publishing House, 1956. 183 p. \$3.00.—The psychological study of religion is traced from Heraclitus to Coe and Steven. Other chapters concern sources and methods, status of psychology and religion, religious origins, interaction of mental life in religion, religion and instinct, religious consciousness, temptation, sin, conversion, abnormal religious phenomena, worship, Christian living, healing. There are appendices on age of conversions, decline of revivalism, Father Divine, and Lourdes.—G. K. Morlan.

7089. Potter, Robert G., Jr., & Kantner, John F. Social and psychological factors affecting fertility. XXVIII. The influence of siblings and friends on fertility. *Milbank mem. Fd Quart.*, 1955, 33, 246-267.—The term "friends" refers to three current friends of the wife. "Siblings" refers to children reared in the same household with the respondent, though not necessarily born of the same parents. The relationship between couples' fertility and the fertilities of husbands' or wives' siblings is "very weak." However "a much stronger bond exists between fertility of couples and fertility of wives' three friends," with a correlation of .37 in the "efficient planner" subsample, and .40 in the "inefficient planner" subsample.—H. D. Arbitman.

7090. Prakash, J. C. Voting behavior. *Indian J. Psychol.*, 1954, 29, 141-148.—An analysis is made of the patterns of voting trends of students and staff in a union election. Community groups are Brahmins, Lingayets, Vokkaligas, Muslims, and miscellaneous. The Vokkaligas make the most use of their franchise and the Brahmins least. The Lingayets show the strongest bias towards candidates from their own group. Patterns for the girls differ from those of the boys. Tables and additional details.—H. Wunderlich.

7091. Reik, Theodor. The face of God. *Psychoanalysis*, 1955, 3(2), 3-26.—The sight of an old

Jew with conspicuous sidelocks was followed by the idea that God cannot be beautiful. As an example of analytic exploration and discovery, it is shown that saintliness and sacrilege meet and merge in the Jewish custom of curled sidelocks. An unconscious sacrilegious act pretends to be a manifestation of special religious zeal.—D. Prager.

7092. Reik, Theodor. From spell to prayer. *Psychoanalysis*, 1955, 3(4), 3-26.—In magic the person feels: My will be done. In the period between magic and religion, man identifies with the god whose superior power he has usurped and which he now claims: My will be done because I am God. In religion, man acknowledges his weakness and prays for the support of the deity: My will be done with God's help. The change from magic to prayer illustrates how difficult it is for man to renounce his belief in the omnipotence of thoughts. The transitional phase between spell and prayer has until now gone undiscovered.—D. Prager.

7093. Ross, Josephine H. A cultural change as reflected in verbalizations dealing with sex. *Psychoanalysis*, 1955, 4(1), 34-42.—"... in the increasing awareness of her own sexual instincts woman is playing her instinctive animal role of activity courting the man, and he, although not consciously aware of it, reveals it in verbalizations like "to be laid" and "to lose my virginity." 18 references.—D. Prager.

7094. Thomason, Bruce. Marital sexual behavior and total marital adjustment: a research report. In Himelhoch, J., & Pava, S. L., *Sexual behavior in American society*, (see 30: 6798), 153-163.—In a study of 1281 spouses the following relationships were found between sexual and total marital adjustment: (1) "... the quality of total marital and sexual adjustment of both husbands and wives was decidedly increased if the wife always had a climax in sexual intercourse. Wives who rarely or never had a sexual climax scored significantly lower on both total marital adjustment and sexual adjustment than wives who always had a sexual climax"; (2) "The quality of total marital and sexual adjustment is significantly greater if both mates reach a climax together in intercourse"; and (3) that "... both husbands and wives were significantly more likely to have both a better total marital happiness and sexual adjustment if their self-rating on sexual adjustment was high, their mates were attractive sexually, sexual intercourse was by mutual desire, and their mates were willing and able to have intercourse as often as they wished it."—R. M. Frumkin.

7095. Twitchell-Allen, Doris. Psychodrama in the family. *Group Psychother.*, 1954, 7, 167-177.

7096. Van Zuyle, Raymond. (1643 $\frac{1}{2}$ Shenandoah St., Los Angeles, Calif.) The family—a dream analysis. *Amer. Imago*, 1955, 12, 387-410.—A dream occurring during the early part of therapy was subjected to self-analysis through free association to its individual components. The dream and the associations to it are given in detail.—W. A. Varvel.

7097. von Mering, Faye Higier. (Harvard U., Cambridge, Mass.) Professional and non-professional women as mothers. *J. soc. Psychol.*, 1955, 42, 21-34.—This study based on interviews with 25 mothers discloses that "the professionally-active mothers emphasize the discipline and independence

training functions of the parent, and that the mothers currently identified with the maternal role exclusively emphasize the protective, empathic, and understanding functions." Generally, the "emphasis of the professional mothers' child-training is on equipping the child to cope effectively with the rules and techniques of his culture. The accent of the non-professional mothers is to insure the child's emotional security. Both orientations, within definable limits, involve care and concern for the child and have functional value for his development."—J. C. Franklin.

7098. Wasserstrom, William. *The Medusa of fire and ice*. *Psychoanalysis*, 1954, 4(1), 24-33.—Women who model themselves upon the Medusa fantasy are at bottom more timid than the men they hope to freeze. Afraid that she cannot fulfill male expectations, the proud Medusa yearns for a man to do her service. The airline hostess who combines the maternity of a nurse with the knowledgability of a Miss California is the new culture-heroine. Americans have been disinclined to worship images of the Gorgon. Good prim men of the middle classes have been taught to derogate themselves, prize good women, and repulse bad. Today men are ordered to enjoy sex and acquit themselves in its lore.—D. Prager.

7099. Weininger, Benjamin. *The interpersonal factor in the religious experience*. *Psychoanalysis*, 1955, 3(4), 27-44.—Religious experience represents a person's attempt to be related to a group. When a person who has hit a low point in his inner crisis meets a catalytic person who can communicate through the person's isolation at a non-verbal level, a religious conversion may follow. The catalyst person has a feeling of group relatedness. The feeling of wholeness and freedom from conflict in conversion probably results from a transient subsidence of anxiety.—D. Prager.

7100. Westoff, Charles F., Mishler, Elliott G., Potter, Robert G., Jr., & Kiser, Clyde V. (Princeton U., N. J.). *A new study of American fertility: social and psychological factors*. *Eugen. Quart.*, 1955, 2, 220-223.—A study in prospect, beginning with couples who have had their second child about six months previous to the first interview, and following through two subsequent interviews over a period of time to determine the psychological and social causes of differences in fertility.—G. C. Schwesinger.

7101. Woods, Frances Jerome. (*Our Lady of Lake Coll., San Antonio, Tex.*) *Cultural values of American ethnic groups*. New York: Harpers, 1956. xii, 402 p. \$4.50.—After explaining the theoretical assumptions underlying her work, the author discusses language as a value, religion and magic, authority and government, economic values, recreation, education, the American family, other family types, mate selection and marriage, paternal role, maternal role, children's roles, differential sex roles and the roles of other family members. 292-item bibliography.—G. K. Morlan.

7102. Zeligs, Dorothy F. (230 Riverside Drive, New York.) *A character study of Samuel*. *Amer. Imago*, 1955, 12, 355-386.—The character of Samuel, judge and prophet of ancient Israel, offers opportunity for a study in the psychology of leadership. Through his moral leadership, he helped to consolidate the Jewish tribes into a people. His role is

evaluated in the light of the reciprocal relationships between the environmental forces that helped to create him and his own later influence upon the group. 23 references.—W. A. Varvel.

(See also abstracts 6557, 6558, 6788, 6793, 6937, 6948, 6964, 7159, 7818)

LANGUAGE & COMMUNICATION

7103. Aldrich, Virgil C. (Kenyon Coll., Gambier, O.) *Expression by enactment*. *Phil. phenomenol. Res.*, 1955, 16, 188-200.—The author criticizes Macdonald's contention that ceremonial expressions, as such, have no subject matter; that is, they are judgmental rather than propositional or poetic. The corrective suggested by the author is that the subject matter to be expressed occasionally is of a sort that requires a larger action than individual speech. The larger pattern of enactment, necessary to the full expression, is a concerted action by the members of a community.—P. E. Lichtenstein.

7104. Asthana, H. S. *Concrete and abstract language*. *J. Educ. & Psychol., Baroda*, 1955, 13, 139-142.—"The significance of the concrete and abstract languages can be best appreciated whenever they are damaged as in aphasia. . . . Speech shows disturbance whenever abstract attitude is impaired. . . . Even concrete language undergoes modification because the correctness of the speech automatisms is governed by voluntary or abstract attitude. . . . The earlier hypothesis was that aphasia is due to the dissociation of the object and word-images. Goldstein suggests . . . that the difficulty in finding words is a consequence of the impairment of abstract attitude." 8 references.—D. Lebo.

7105. Bell, William J. *An example of changing views of a control group*. *Publ. Opin. Quart.*, 1955, 19, 91-96.—A questionnaire on "government policies" was administered to about 100 labor delegates both before and after they took part in a one-week institute for steel workers held in 1953. The effect of the institute was said to be "one of moderating views from the extreme." Data on topics (but not on precise questions) are given for both administrations. No control group was employed to assess effects of the institute.—H. W. Riecken.

7106. Bobon, Jean. (U. Liège, Belgium.) *Psychopathologie de l'expression plastique (mimique et picturale)*. (Psychopathology of gesture (mimicry and pantomime).) *Acta neurol. belg.*, 1955, 55, 923-929.—Disturbances of gestural language are compared to other pathologies of language. The term "neomimism" is offered to refer to "neologisms" of gesture, and "neomorphism" to refer to fantasy symbols in the graphic productions of psychopathology. Several examples are cited and parallels with written and spoken language pathologies are indicated.—B. A. Maher.

7107. Craig, William. (Pennsylvania State U., University Park.) *Replacement of auxiliary expressions*. *Phil. Rev., N. Y.*, 1956, 65 (1), 38-55.—This paper is primarily concerned with a method by which certain symbolic expressions such as "electron," "ego" and "purpose" can be replaced by operationally defined terms which are held to be more meaningful. The technique for accomplishing this is described.—M. A. Seidenfeld.

7108. Durand, Marguerite. Du rôle de l'auditeur dans la formation des sons du langage. (The role of the listener in the changes of speech sounds.) *J. Psychol. norm. path.*, 1955, 52, 347-355.—The author discusses phonemic changes which have heretofore been considered primarily from the point of view of speech articulation, i.e., as localized in the speaker. Certain changes, however, are better understood as a function of auditory perceptual factors, i.e., as localized in the listener.—M. L. Simmel.
7109. Fairbanks, Grant. (U. Illinois, Urbana.) Selective vocal effects of delayed auditory feedback. *J. Speech Hearing Disorders*, 1955, 20, 333-345.—16 young male, lower-division college students were subjected to 5 side tone delays: (1) an undelayed feedback and delays of .1, .2, .4, and 8 secs. Delayed auditory feedback results in various types of speech disturbances among which are increased number of articulatory errors, longer duration, greater sound pressure, and higher fundamental frequency. Disturbances of articulation and duration were probably direct effects. Correct word rate is proposed as a single inverse measure of disturbance that combines both direct effects of delayed auditory feedback.—M. F. Palmer.
7110. Fehr, Howard F. (Teachers Coll., Columbia U., New York.) Communication of scientific thought. *Teach. Coll. Rec.*, 1955, 57, 86-94.—Discussed are the values of mathematics in communication in the sciences, the nature of mathematics, the roles of mathematics as queen and servant of the sciences; symbols, definitions, statements and logic as elements of scientific communication; and use of symbolic logic or sentential calculus.—H. K. Moore.
7111. Feldman, Harold. The words of mourning and melancholia. *Psychoanalysis*, 1955, 3(3), 52-56.—The Freudian theory of depression is confirmed when the words describing depression are treated as living fossils or survivals and distortions of an original association between things, feelings, wishes, and sounds.—D. Prager.
7112. Grace, Harry A. (Grinnell Coll., Iowa.) Language, emotion, and education. *Educ. Theory*, 1955, 5, 215-219.—The basic premise is that "words elicit emotion when (1) the events to which we attach words are not equally likely, but we consider them so and are interested in an unlikely event; or (2) we group equally likely events into unequal classes and are interested in an improbable class." Words are abstractions from reality which "affect the effects of events upon our nervous systems." Applications to the fields of prejudice, personality development, psychotherapy, and education receive cursory consideration.—A. E. Kuenzli.
7113. Grace, Harry A. (Grinnell Coll., Ia.) A taxonomy of American crime film themes. *J. soc. Psychol.*, 1955, 42, 129-136.—A scheme for classification is presented which involves "the emphasis upon good or evil, the impersonal or personal attitudes of the protagonist, and the nature of the protagonist as agent or creator." It is suggested that the study of the cinema "offers one source of insight into the social dynamics of our culture," and that transitions in themes "parallel very closely the major changes in the American culture over the last half-century."—J. C. Franklin.
7114. Grimes, Wilma H. (U. Washington, Seattle.) The mirth experience in public address. *Speech Monogr.*, 1955, 22, 243-255.—". . . many claims for the value of humor in public address are open to question. If one wishes to use humor, he must risk, as does the poet, frequent misunderstanding. . . . humorous situations are emotional situations, stimulated by emotion arousing language. As emotional situations, they demand the exercise of great wisdom and judgment."—D. Lebo.
7115. Harris, Zellig S. (U. Pennsylvania, Philadelphia.) From phoneme to morpheme. *Language*, 1955, 31, 190-222.—"This paper presents a method for counting at each phonemic position n of a test utterance, all the phonemes that occur in the $(n+1)$ th place (in any utterances) after the particular string of phonemes from the beginning of the test utterance up to n . When this count is made for each n of the utterance, it is found to rise and fall a number of times. If we segment the test utterance after each peak, we will find that the cuts accord very well with the word boundaries and quite well with the morpheme boundaries of that utterance." ". . . this method could have led to the discovery of morpheme-like segments, even if we had not known otherwise that morphemes exist. . . . The method . . . can be viewed as part of an orderly set of kindred methods capable of yielding a large part of language structure in terms of the relative occurrences of sounds. . . ."—J. B. Carroll.
7116. Harwood, F. W. (U. Tasmania, Hobart.) Axiomatic syntax: the construction and evaluation of a syntactic calculus. *Language*, 1955, 31, 409-413.—Let S be an axiomatic formulation of the syntax of a language. The "goodness of fit" of S to the actual sentences occurring in a language may then be measured in two ways: positive fit is the proportion of S -derivable sentences which are actually formed in the language, and negative fit is the proportion of non- S -derivable sentences which are not found in the language. Comparisons of different S 's, like those of Harris and of Fries, are thus possible.—J. B. Carroll.
7117. Johnson, Wendell. Your most enchanted listener. New York: Harper, 1956. 215 p. \$2.25.—The ability to be a dependable observer and an honest reporter is to a large extent based on communication processes and the use of language. Human psychological problems originate in man's failure to talk freely and frankly to himself—to think clearly with an understanding of language as the thinking medium. This general thesis is developed and solutions offered in 17 chapters under such titles as "the coins of meaning," "before words," and "seeing what stares us in the face." The writing is largely non-technical and combines principles of psychology, speech, communication skills, and general semantics.—C. G. Broune.
7118. Kahn, Lessing A. (Johns Hopkins U., Baltimore, Md.), & Andrews, Thomas G. A further analysis of the effectiveness of psychological warfare. *J. appl. Psychol.*, 1955, 39, 368-374.—Standardized interviews with captured Malayan Communist Terrorists yielded data that support the hypothesis that psychological warfare is effective in changing behavior, but its effects are mainly of a precipitating nature that is differential for persons

more sensitized to it by their morale and experiences.—P. Ash.

7119. Kennick, William E. (Oberlin Coll., O.) *The language of religion.* *Phil. Rev.*, N. Y., 1956, 65(1), 56-71.—"A hypothesis concerning the nature of religious utterance which may serve as a professional ground map for the analysis of religious discourse" is presented.—M.A. Seidenfeld.

7120. Klapper, Joseph T. (Columbia U., New York.) *Studying effects of mass communication. An introduction to the field as viewed and tilted by the behavior sciences.* *Teach. Coll. Rec.*, 1955, 57, 95-103.—Communications research has outgrown the "who says what to whom and with what effects" definition of its task. Behavior scientists have found other influences upon the effects of communication.—H. K. Moore.

7121. Lorge, Irving. (Teachers Coll., Columbia U., New York.) *How the psychologist views communication.* *Teach. Coll. Rec.* 1955, 57, 72-79.—"The psychologist studies all aspects of communication at all levels. He is concerned with transmission and reception of messages, with learning and comprehending ideas, attitudes, and values, and with appraising the consequences of communication in comprehension, pleasure and action. His emphases vary from the application of knowledge for the improvement of communication to the development of new knowledge about it. The communications revolution in no small part reflects his contributions."—H. K. Moore.

7122. Moser, Henry M., & Dreher, John J. (Ohio State U., Columbus.) *Evaluation of the military alphabets.* *Speech Monogr.*, 1955, 22, 256-265.—The increasing tempo of operations during and since World War II "has called attention to the importance of the human factor in communications and the degradation often attributable to human error. The phonetic alphabet can be an effective means of minimizing such errors." The authors experimentally investigated two alphabets, the US-UK (Able-Baker-Charlie) and the ICAO (International Civil Aviation Organization), to determine the better and to locate and replace "trouble" words in the better set.—D. Lebo.

7123. Moser, Henry M., Dreher, John J., & Adler, Sol. (Ohio State U., Columbus.) *Two-digit number transmission by voluntary stuttering.* *J. Speech Hearing Disorders*, 1955, 20, 388-392.—A mixed panel consisting of Americans, Indians, Hungarians, Jordanians, and Japanese versus normals were studied under various signal noise ratios both with a single production of digits and voluntary stuttering of digits giving a single initial clonic block. In both methods American listeners achieved significantly higher articulation scores than foreign listeners at four of the noise levels. Voluntary stuttering gave both groups significantly better results.—M. F. Palmer.

7124. Peters, Robert W. (Miss. So. Coll., Hattiesburg.) *The effect of filtering of side-tone upon speaker intelligibility.* *J. Speech Hearing Disorders*, 1955, 20, 371-375.—24 speakers read 2 intelligibility tests under 6 conditions of low-pass filtering of side-tone and under 6 conditions of high-pass filtering of side-tone. The listeners served in

panels with a minimum of 12 listeners responding to each speaker. The side-tone cut-off frequencies for high-pass filtering conditions were 150, 300, 600, 900, 1200, 1500, and for low-pass 300, 600, 900, 1200, 1500, and 1800 cps. Mean speaker intelligibility increases with lowering of the low-pass cut-off point to 300 and 600 cps, and when the frequencies above the 600 cps were attenuated in the side-tone signal.—M. F. Palmer.

7125. Peterson, Gordon E. (U. Michigan, Ann Arbor.) *An oral communication model.* *Language*, 1955, 31, 414-427.—A theoretical consideration of various aspects of the oral communication process, including: the vocal system as a servo mechanism involving auditory and other types of feedback; the role of mouth, eye, hand, and brain; physiological and acoustical descriptions of speech; perception, meaning, information, and knowledge; quantization of speech signals. It is concluded that "speech should be described in physiological and acoustical terms, and listener judgments provide the reference for the experimental study of hypotheses concerning the basic . . . parameters of speech."—J. B. Carroll.

7126. Pinkerton, Richard C. *Information theory and melody.* *Sci. Amer.*, 1956, 194(2), 77-86.—Simple nursery tunes are analyzed for the sequential probabilities of notes and then similar tunes are produced by a simple two choice machine. Melody is shown to convey certain amounts of information per note, and that a certain amount of redundancy is necessary for tuneful melodies.—C. M. Louttit.

7127. Prothro, E. Terry. (Amer. U. Beirut, Lebanon.) *Arab-American differences in the judgment of written messages.* *J. soc. Psychol.*, 1955, 42, 3-11.—"It has been suggested that Arab speech, as compared with American speech, is more given to overassertion." This hypothesis was tested by having a group of bilingual Arab students sort attitude items in English and a group of monolingual Arab students sort them in Arabic. "The results obtained with both groups, when compared with American results, seemed to confirm the hypothesis."—J. C. Franklin.

7128. Riesman, David. *The oral tradition, the written word, and the screen image.* Yellow Springs, O.: Antioch Press, 1956. 40 p. 50¢.—Concerning "... first, what are the differences between cultures which depend entirely on the spoken word and those which depend on print; second, what will be the significance of the written word now that newer mass media . . . have developed; third, what is likely to happen in those countries where the tradition of books is not fully established. . . ."—J. B. Carroll.

7129. Schlesinger, Lawrence E. (George Washington U., Washington, D. C.) *Prediction of newspaper bias.* *J. soc. Psychol.*, 1955, 42, 35-42.—Content analysis of all news articles in the Daily Mirror, the Post, and the Herald Tribune (N.Y.C.) dealing with the Senate inquiry into the MacArthur dismissal (May-June 1951) shows that "each newspaper tended to play up its view of the MacArthur inquiry in the selection of news about it." The findings support the hypothesis that "when a newspaper has taken a stand concerning a program, person, group or nation, it will bias its news articles with respect to every phase of an event involving the

negative or positive social object, and this bias will persist over time."—J. C. Franklin.

7130. Sweetser, Frank L., Jr. (Boston U., Mass.) Home television and behavior: some tentative conclusions. *Publ. Opin. Quart.*, 1955, 19, 79-84.—The distribution of television viewing time for 1076 subjects is classified by age (from 3 years up), occupational level, residence and length of set ownership. The data were collected in 1950 from 254 families with grade school children living in a city and a suburb near Boston. The effect of televising on competing activities (movies, radio, reading, visiting, etc.) is analyzed by age and residence groups.—H. W. Riecken.

7131. Van Hattum, Rolland J. (Rochester (N. Y.) Public Schs.) Speech grows too. *N. Y. State Educ.*, 1955, 43, 184-185; 221.—"The growth and development of speech and language is orderly, predictable, and cumulative." Speech development is usually closely related to mental and physical development. Both fluency of speech and the articulation of consonant sounds are developmental tasks usually not fully matured until about eight years. Suggestions regarding the handling of speech problems in the early grades are offered.—L. D. Summers.

7132. Webster, J. C., & Sharpe, L. (U. S. Navy Electronics Lab., San Diego 52, Calif.) Improvements in message reception resulting from "sequencing" competing messages. *J. acoust. Soc. Amer.*, 1955, 27, 1194-1198.—Overlapping messages originating from four stations were presented to listeners over four independent communication channels. Each of the four stations could be called over each of the four channels. The listeners were required to guard one to four stations. The listeners could delay three of the four channels, and, thus, could temporally separate messages which initially overlapped in time. For the message rates and message densities employed, listeners could guard three stations with message sequencing almost as accurately as they could guard only one station without sequencing.—I. Pollack.

7133. Webster, J. C., & Solomon, L. N. (U. S. Navy Electronics Lab., San Diego 52, Calif.) Effects of response complexity upon listening to competing messages. *J. acoust. Soc. Amer.*, 1955, 27, 1199-1203.—Sequences of two, three, or four competing messages were presented to three groups of listeners. The listeners were required to guard one or two of the channels under three conditions of response complexity: writing down the message, verbally repeating the message, and writing with transposition of message elements. The first procedure yielded consistently higher intelligibility scores than the other two procedures under all conditions examined. Guarding two channels resulted in more than twice the errors in guarding only one. Implications for informational capacity of the human operator are discussed.—I. Pollack.

7134. Whorf, Benjamin Lee. Language, thought, and reality: selected writings of. . . (Edited by John B. Carroll.) Cambridge, Mass.: Technology Press, M.I.T.; New York: Wiley, 1956. x, 278 p. \$7.00.—18 papers, some not previously published, are printed here with a foreword by Stuart Chase, and a biographical and interpretative introduction by the editor. This volume includes nearly all of Whorf's

writings on the hypothesis of linguistic relativity, i.e., "the structure of a human being's language influences the manner in which he understands reality and behaves with respect to it." Bibliography of Whorf and of works related to him.—C. M. Louttit.

7135. Wright, C. R. Evaluating mass media campaigns. *Int. soc. Sci. Bull.*, 1955, 7, 417-430.—"It is now possible to obtain comparatively reliable, objective and accurate information on the effects of [communication] media through the use of general research techniques developed in the social sciences over the past several years." These research procedures are discussed with respect to (1) media effects: unanticipated effects, measurement of effects by the experiment, survey, and panel, (2) media effectiveness: coverage analysis (audience size and composition), response analysis, focussed interviews, and process analysis.—H. P. Shelley.

(See also abstracts 6689, 6692, 6768, 7308, 7478, 7525, 7690, 7711)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

7136. Abt, Lawrence Edwin. The development of clinical psychology: a transactional approach. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 1-13.—"Clinical psychology is theory, just as all science is theory—because it is concerned with constructs that have become things, and with their relationships. The challenging question will always face us: How can we make our theories more and more adequate so that they organize more of the empirical data they have generated as well as more of the hypothetical constructs that they in turn are responsible for?" 15 references.—H. P. David.

7137. Andriola, Joseph. (U. Oklahoma, Norman.) The development of the concept of mental hygiene. *Ment. Hyg., N. Y.*, 1955, 39, 657-664.—A historical review of the conceptual development of "Mental Hygiene."—M. A. Seidenfeld.

7138. Belgum, David. (N. W. Lutheran Theol. Sem., Minneapolis, Minn.) Clinical training for pastoral care. Philadelphia: Westminster Press, 1956. 136 p. \$3.00.—Modern pastoral care is traced from antiquity, and the pastor's relations with hospital personnel are described. To aid in healing, churches must be warm and provide security for neurotic and lonely people. Some devotional material is coercive and threatening; therefore religious tracts should be screened before giving to the sick. The elements of an effective hospital call are outlined. Careful records of these calls are suggested as a means for self-evaluation and growth. The effectiveness of a minister's calls also depends on his recognizing his own limitations and not attempting to give assistance beyond his ability.—G. K. Morlan.

7139. Brower, Daniel, & Abt, Lawrence E. (Eds.) *Progress in clinical psychology*. (Vol. II.) New York: Grune & Stratton, 1956. viii, 364 p. \$7.75.—"As a continuation of material offered in the earlier volume [see 27: 3529], the present work covers developments during the years 1952, 1953, and 1954. In virtually every instance in which new material has been included, the period covered is roughly that

since 1946, but with marked emphasis on more recent developments." Individual chapters are abstracted in this volume.—H. P. David.

7140. Carroll, Herbert A. (U. New Hampshire, Durham.) *Mental hygiene; the dynamics of adjustment.* (3d ed.) Englewood Cliffs, N. J.: Prentice-Hall, 1956. x, 428 p. \$5.00.—A motivational theory emphasizing the phenomenal self is fundamental to a sound text approach to mental hygiene. Needs stressed are security, achievement, status, and discussion includes learning, adjustment, including neurotic and psychotic adjustment, and special aspects of school and community life and the adjustment problems of exceptional children. Therapists may be qualified professionally as psychiatrists, psychoanalysts, or clinical psychologists, but personal qualifications are necessary too. 100-item bibliography. (See 26: 2153.)—W. L. Wilkins.

7141. Chisholm, Brock. *Mental health in our new kind of world.* *Ment. Hyg., N. Y.*, 1955, 39, 529-532.—Chisholm points out that although the mental health movement can be a great force, it "cannot be given to people by psychiatrists, sociologists, psychologists, or any other kind of technical person. This is a job for the people of the world in their own homes, in their schools, in their churches, everywhere they come together, but particularly in their own homes in relation to the development of their own children. He argues for mental health to become a 'peoples' movement' so that it may attain full effectiveness.—M. A. Seidenfeld.

7142. Cohn, Hans H., & Thorp, Sonya. *Psychiatric patients with personality disturbances in a multiple service agency.* *J. Hillside Hosp.*, 1955, 4, 195-210.—The Jewish Community Services of Long Island has a panel of 15 part-time psychiatrists. The case-worker's function is delineated and the type of client referred for psychiatric diagnosis is discussed. The complete diagnostic case load of 65 adult clients seen by one psychiatrist during a 2 year period is evaluated; 3 illustrative cases are presented. The psychiatric diagnoses and dispositions are summarized. The orientation of patients in this agency differs from that seen in private psychiatric practice.—C. T. Bever.

7143. Corsini, Raymond J. *Clinical psychology in correctional institutions.* In Brower, D., & Abt, L. E., *Progress in clinical psychology, II*, (see 30: 7139), 260-265.—"More than half of correctional psychologists do not belong to any professional organization, few do any research or otherwise publish, and the level of their services appears to be somewhat questionable. . . . Research advances . . . tend to be spotty, repetitious, and insignificant. Remembering, however, that this kind of research is rarely supported . . . we may say that correctional psychologists are making slow, painful, and halting advances in understanding an area of enormous social significance." 39 references.—H. P. David.

7144. Dodd, Aleck D. *Counseling—step-by-step (Part II).* *Pastoral Psychol.*, 1955, 6(59), 40-52.—"The counselor goes along willingly in whatever direction the counselee's growth takes. . . . The aim of the counselor then is . . . to vicariously experience every mood . . . and to assist the counselee to lay aside the life-long held defenses. . . ." Changes which then occur in the counselee's relations "are the ex-

pression of growth, the activity of God. The counselor and counselee seek . . . to facilitate it by providing the essential social and spiritual 'atmosphere.'"—A. Eglash.

7145. Doniger, Simon. *Psychiatric and social resources.* *Pastoral Psychol.*, 1956, 6(60), 63-76.—A list of "national agencies in the field of pastoral care, mental health education, and psychiatric treatment," plus a "state by state and city by city listing of family service agencies."—A. Eglash.

7146. Eells, Walter Crosby. *American doctoral dissertations on personnel problems and procedures in foreign countries.* *Personn. Guid. J.*, 1955, 34, 226-228.

7147. Goodwin, William N. (YMCA, Hartford, Conn.) *The resident secretary and counseling of problem cases.* *Counseling*, 1955, 13(5), 2; 4.—Explains how the YMCA dormitory secretary can identify "problem" residents and thus be able to refer them for professional help with their difficulties. Types of problem situations as well as appropriate referral agencies are described.—F. Costin.

7148. Jensen, Reynold A. (U. Minnesota, Minneapolis.) *Toward a program of preventive mental services.* *J. Lancet*, 1956, 76, 11-14.—Pediatricians can reduce needless anxieties of parents by explaining what is taking place as children grow and change. Thus the parent-child relationship can be strengthened.—G. K. Morlan.

7149. Kline, Milton V., & Cumings, Ruth. (Dept. Hlth, White Plains, N. Y.) *A study of the learning characteristics of public health nurses in relation to mental health education and consultation: III. Comparative study of some aspects of personality and learning skill in relation to in-service educational performance.* *J. soc. Psychol.*, 1955, 42, 43-60.—Scores on various tests indicate that "those nurses with less conservative personal attitudes appear to make significantly better use of mental health education. Although the results . . . point in the direction of being able to predict nursing reaction to mental health education, further work will be necessary in order to outline the kinds of educational procedures and consultation techniques that may make mental health education more effective for a larger group of public health nurses."—J. C. Franklin.

7150. Kloefer, H. Warner. (Tulane U., New Orleans, La.) *Heredity counseling: starting a heredity clinic.* *Eugen. Quart.*, 1955, 2, 234-238.—The gap needs to be filled between the 20 or so existing genetic counseling clinics and the number actually needed. Requirements for setting up such a center are discussed. Such services will benefit the individual needing help, the research geneticist, and the practicing physician who as yet is not well enough equipped to take care of increasingly recognized needs.—G. C. Schwesinger.

7151. Kott, Maurice G. *Administrative aspects of clinical psychology in state institutions.* In Brower, D., & Abt, L. E., *Progress in clinical psychology, II*, (see 30: 7139), 295-300.—"Individual psychologists with responsibility for the administration of clinical programs have not been able to turn to their professional literature for much information on how to meet the requirements of their position." Aspects of administrative functioning, personnel poli-

cies, job descriptions, training, and evaluation procedures are considered. "Administrative psychology is an aspect of service, here to stay and here to exert an increasing influence on the functioning of clinical psychologists." 27 references.—H. P. David.

7152. **Mensh, Ivan Norman.** *Research in counseling and psychotherapeutic processes.* In *Brower, D., & Abt, L. E., Progress in clinical psychology, II*, (see 30: 7139), 340-360.—"There have been published within recent years several interpretations and reinterpretations of theory of the process of treatment. Most of these illustrate links with earlier theories of personality and of treatment process, with applications of learning theory now more frequent. . . . An overview of published reports of studies of counseling and psychotherapy indicates that the balance still remains on the side of the anecdotal report, the 'clinical instance,' impressions and observations, and not on the side of systematic controlled investigations of the process of treatment of psychologic illness." 64 references.—H. P. David.

7153. **Slavson, S. R.** *Community mental health.* In *Slavson, S. R., The fields of group psychotherapy*, (see 30: 7314), 273-289.—Slavson considers the area of family relations as perhaps the most important and the most promising for psychology and psychiatry. Recommendations concerning changes in the schooling of children are made with respect to six distinct areas, primary among which are an increased recognition of the individual's potential and creative powers and an attempt to foster their expression and development, as opposed to the mere acquisition of information and knowledge. Group psychotherapy with adults has emphasized the recognition of hostility as an integral aspect of the human personality. The greatest need in group living is sensitivity to and understanding of human needs, and the promotion of constructive expressions. 19 references.—H. H. Strupp.

7154. **Trecker, Harleigh B. (Ed.)** *Group work in the psychiatric setting.* New York: Whiteside Inc. and William Morrow Co., 1956. 224 p.—These proceedings of an institute conducted by the American Association of Group Workers include special papers, panel discussions, and workshop sessions. Papers deal with generic and specific factors in psychiatric group work (Gisela Konopka); the child guidance group work (Grace Canter); children's residential treatment center (Fritz Redl); group work in an adult psychiatric hospital (Grace Ryland); systems of recording in multi-discipline treatment settings (Mary Lee Nicholson); 3 panels discuss these topics: the therapeutic environment in a multi-discipline approach; the group worker's load; and professional education. Three workshop sessions are reported. The proceedings close with a series of evaluative statements by observers concerning the proceedings. Extensive selected bibliography.—L. B. Costin.

7155. **Wallen, Richard W.** (*Western Reserve U., Cleveland, O.*) *Clinical psychology: the study of persons.* New York: McGraw-Hill, 1956. xiii, 388 p. \$6.00.—"I have tried to write this book around the idea that the first clinical course should aid students to think creatively about the many kinds of data obtained in studying persons. I have pointed out some of the practical problems faced by clinicians

and have suggested ways of thinking about dress, gesture, case histories, and psychological tests." Also considered are prediction, clinical sensitivity, observing and interviewing, psychotherapy, and medical assessment (by R. M. Whitman). Illustrative reports and practice problems are cited. Chapter bibliographies.—H. P. David.

7156. **Wolff, Werner.** (*Bard Coll., Annandale-on-Hudson, N. Y.*) *Contemporary psychotherapists examine themselves.* Springfield, Ill.: Charles C Thomas, 1956. xii, 299 p. \$6.75.—Wolff conducted guided interviews with 43 psychotherapists of various schools of thought in an effort to answer such questions about common terminology, main areas of criticism of various therapeutic systems, basic controversies concerning the use of different techniques, the claims of effectiveness, and the personality factors involved in the techniques and effectiveness of the various schools. Part I is devoted to verbatim accounts of the interviews; Part II deals with an evaluation of the data. Answers indicated considerable divergence of opinion on many issues. The Freudian system is currently undergoing transformation, even within psychoanalytic circles; Adler's system is gaining in popularity, whereas Jung's is on the decline. 63-item bibliography.—H. H. Strupp.

METHODOLOGY, TECHNIQUES

7157. **Bang, Ruth.** *Die dynamische Psychologie als Hilfe in der Sozialarbeit.* (Dynamic psychology as an aid in social work.) *Prax. Kinderpsychol., Kinderpsychiat.*, 1955, 4, 209-215.—The importance of self-insight and of understanding motivations in the dynamic process of living in general, and in the social worker-client relationship in particular are discussed.—E. Schwerin.

7158. **Bendig, A. W.** (*U. Pittsburgh, Pa.*) *The reliability of adjustment ratings and the length of case histories.* *J. consult. Psychol.*, 1955, 19, 463-467.—"Introductory psychology Ss ($N = 120$) rated for adjustment level long and shortened versions of ten case histories using scales with either 5, 7, or 9 categories. No differences were found between the long and short cases in measures of rater reliability, but a factor analysis of the intercorrelations of mean case ratings among the subgroups, and with the case ratings of psychiatrists, indicated that the ratings of the short cases were slightly more similar to the psychiatric judgments than were the judgments of the longer case histories. . . . Rater bias tended to decrease with the longer scales."—A. J. Bachrach.

7159. **Brody, Eugene B.** (*Yale U., New Haven, Conn.*) *Modification of family interaction patterns by a group interview technique.* *Int. J. group Psychother.*, 1956, 6, 38-47.—"This paper describes an attempt to modify patterns of family interaction by manipulating the balance of power within the family." A group interview was employed to exert the greatest leverage on the key member of the family. The group consisted of two or more family members and two or more staff members, including a psychiatrist and social worker. The author presents an abstract of the interaction in a group interview with a single family, which is supplemented by a summary for three other families. Research implications are discussed.—H. H. Strupp.

7160. Chein, Isidor. (New York U.) **A brief guide to the art of interviewing.** *Counseling*, 1955, 13(4), 1-4.—A non-technical exposition of some basic principles and procedures in interviewing: types of interviews, objectives of interviewing, characteristics of a good interviewer, and how to conduct an interview.—F. Costin.

7161. Davidson, M. A., Lee, D., Parnell, R. W., & Spencer, S. J. G. (Warneford Hosp., Oxford, Eng.) **The detection of psychological vulnerability in students.** *J. ment. Sci.*, 1955, 101, 810-825.—Patient and control groups consisted of 100 Oxford students and studied by MMPI, EEG, Somatotype, and psychiatric interview, with a somatotypal bias shown by the volunteers for the study, and no differences in social class or intelligence. Mental upset is the chief cause of prolonged illness and absence among Oxford students. A vulnerability scale utilizing MMPI and somatotype is suggested and interview factors differentiating the two groups shown.—W. L. Wilkins.

7162. Decourt, Jacques. (Hôpital de la Pitié, Paris.) **Les constitutions sexuelles—moyens d'étude aspects cliniques et biologiques.** (Sexual constitutions—means of studying clinical and biological aspects.) *Evolut. psychiat.*, 1954, 3, 455-471.—The relationship between sexual constitution and personality constitutes a virgin territory for experimental investigation. The concept of a sexual constitution embraces factors operating in heredity, embryonic life, infancy, adolescence, and maturity. Morphological characteristics, hormone experimentation, and psychological studies of behavior are quoted. The following classifications of sexual constitutions are outlined: underdeveloped sexuality, homosexuality, and hypersexuality. There are appropriate subdivisions according to intensity and degree. 16-item bibliography.—L. A. Ostlund.

7163. Dublneau, J. **Esquisse d'une typologie évolutive et fonctionnelle.** (Sketch of an evolutionary and functional typology.) *Evolut. psychiat.*, 1954, 3, 473-505.—In this theoretical presentation, an original thought model is detailed, by means of which evolutionary and functional typology may be investigated. It involves an S-R type of mathematical formula, which includes dimensions of time and space. Successive interactions are represented by a series of variable curves, which focus upon inertia, force, and the beginning and completion of activity. Theoretically, these formulations are related to Wallon's theory of emotions and Selye's theory of adaptation. 21 references.—L. A. Ostlund.

7164. Ekstein, Rudolf. **Psychoanalytic techniques.** In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 79-97.—"This survey, covering the years from 1952 through 1954, is limited in scope. . . . I have stressed the necessity of constantly relating technique to theoretical assumptions concerning personality functioning. I have tried to discuss technical writings in such a way that the reader may relate these publications to assumptions concerning the psychology of the patient for whom a special technique was designed. The basic model was introduced to help make more explicit the rationale for many different clinicians working with ever-larger patient groups." 75 references.—H. P. David.

7165. Foulds, G. A. (Runwell Hosp., Wickford, Essex, Eng.) **The reliability of psychiatric, and the validity of psychological, diagnoses.** *J. ment. Sci.*, 1955, 101, 851-862.—Despite the commonness of criticism of the reliability of psychiatric diagnoses, this criticism being mostly based on recall of case conferences where disagreement was notable, the unsuitability of such diagnosis is still not demonstrated. A scheme for rating extent of agreement is presented to show how much psychiatrists can agree. With such agreement it may be possible to salvage the criterion of psychiatric diagnosis as relevant to psychological tests. The psychological diagnosis through short tests is also shown to be worth the effort.—W. L. Wilkins.

7166. Giedt, F. Harold. (VA Hosp., Sepulveda, Calif.) **Comparison of visual, content, and auditory cues in interviewing.** *J. consult. Psychol.*, 1955, 19, 407-416.—Interviews with 4 patients were presented as silent films, written transcripts, sound recordings, or complete sound films to 48 psychiatrists, social workers, and psychologists, who made ratings of the personality characteristics and predicted the responses to incomplete sentences of the patients who were interviewed. Among the conclusions which can be drawn from this study are the following: "There was marked and significantly greater accuracy of personality ratings when content cues were included, as in the written transcript, sound recording, and complete sound film, as compared to the silent film . . . markedly and significantly better predictions were made from written transcripts, sound recordings, and complete sound films than from silent films which actually led to predictions which were worse than could be expected on a chance basis."—A. J. Bachrach.

7167. Gottschalk, Louis A., & Hambridge, Gove, Jr. (U. Cincinnati, O.) **Verbal behavior analysis: A systematic approach to the problem of quantifying psychologic processes.** *J. proj. Tech.*, 1955, 19, 387-409.—Five-minute samples of verbal behavior, induced by TAT pictures and interview conditions, of 22 Ss were recorded and analyzed for relationships between formal and content factors. A more intensive study was made of a single patient who was undergoing psychoanalysis. It was found that certain formal language factors were related to psychodynamically significant variables. The findings also "raise the question to what extent are projective test findings relevant to predicting a patient's behavior in a psychotherapeutic relationship and vice versa?" 27 references.—A. R. Jensen.

7168. Hall, Calvin S. **Current trends in research on dreams.** In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 239-257.—"During the period covered by this survey (1946-1954) there have been approximately 200 publications dealing with dreams. . . . One can discern . . . an increasingly methodological sophistication. . . . Investigators are beginning to pay more attention to the psychological significance of the manifest content of dreams. . . . The dream series method as a projective technique is a promising new development." Especially considered are: systematic books and articles, the significance of dream elements, dreams of individuals and groups, the Western Reserve studies, and related areas. 178 references.—H. P. David.

7169. Kahn, Theodore C. (USAF Hosp., Wright-Patterson AFB, O.) **Personality projection on culturally structured symbols.** *J. proj. Tech.*, 1955, 19, 431-442.—"This paper presents a technique of personality evaluation based on the S's manipulation of 15 objects with well-structured shapes. . . . Common associations which Ss make with these objects are given, and some subconscious meanings the objects may have are presented. . . . One case from the author's files serves as an example of how clues to the interpretation of the personality may be obtained."—A. R. Jensen.
7170. Le Guillant, Louis, & Angelergues, René. **La notion de "type nerveux."** (The concept of a "nervous type.") *Evolut. psychiat.*, 1954, 3, 507-538.—According to Pavlovian research and theory, the primary characteristics of a nervous type are related to the basic processes and the strength of excitation-inhibition. Pavlov experimented with dogs, used Hippocratic terminology, and found evidence for the phlegmatic, sanguine, and choleric types. However, only one weak example was found of the melancholic. Ivanov-Smolenski concurred, on the basis of conditioned reflex experiments with infants. Petrova, Krasnogorski, and Birman provided evidence supporting the nervous type concept. Despite conflicting theories, the basis for types rests upon the following empirical observations: (1) family resemblances; (2) permanence of traits; (3) psychosomatic unity.—L. A. Ostlund.
7171. Patterson, C. H. (VA Regional Office, St. Paul, Minn.) **Diagnostic accuracy or diagnostic stereotypy?** *J. consult. Psychol.*, 1955, 19, 483-485.—The author critically evaluates a study previously reported by Kostlan entitled "A method for the empirical study of psychodiagnosis." (See 29: 2415.) Kostlan replies on p. 486.—A. J. Bachrach.
7172. Pinelli, Paolo. (Pavia U., Italy.) **L'analisi caratterologica in psichiatria.** (Characterological analysis in psychiatry.) *Arch. Psicol. Neur. Psich.*, 1955, 16, 477-500.—The value and importance of characterological analysis in psychiatry according to the criteria of Lersch are presented. Characterology as a method of psychopathological analysis refers to the totality of the psychological life and considers the individual as its main object. The characterological approach does not cover the whole area of psychiatric investigation; its application is mainly in the area of character anomalies of constitutional nature (psychopathic personalities), certain forms of schizophrenia, and initial stages of demential processes. 85-item bibliography. French, English and German summaries.—A. Manoil.
7173. Routh, Thomas A. **Interviewing the rehabilitation client.** *J. Rehabil.*, 1954, 20(6), 14; 16; 18.—Interviewing must be viewed as a relationship between two people rather than as a mere fact-gathering process. This article is concerned with the non-directive interview. The client is allowed to tell his story in his own way; later an oriented discussion between interviewer and interviewee is so established as to lead into a fuller understanding of the client's basic problems. The author, however, does not restrict his recommended procedure to the non-directive approach alone since he is of the opinion that "the interview must be rationally controlled." He is therefore urging that the techniques used be fitted to the needs of the client and his ability to make optimal use of the counseling in terms of his own experience and personality characteristics.—M. A. Seidenfeld.
7174. Sainsbury, P. (Maudsley Hosp., London, Eng.) **Gestural movement during psychiatric interview.** *Psychosom. Med.*, 1955, 17, 458-469.—Records were made of verbalizations, muscle potentials, and circulatory changes by 12 patients during psychiatric interview in which unstressful and stressful topics were presented in pre-arranged order. Stressful topics were found accompanied by significantly more gestures, with resentment associated with highest movement scores. It was suggested that "gestural or spontaneous movements and visceral occurrences in emotion are behaviorally interdependent and are physiologically mediated and coordinated by hypothalamic mechanisms." 21 references.—L. A. Pennington.
7175. Sarbin, T. R., & Rosenberg, B. G. (U. California, Berkeley.) **Contributions to role-taking theory: IV. A method for obtaining a qualitative estimate of the self.** *J. soc. Psychol.*, 1955, 42, 71-81.—Results of three experiments show "the usefulness of the adjective-checking method for estimating qualities of the self" and for distinguishing "the self-perceptions of persons who are grouped according to meaningful social and psychological variables."—J. C. Franklin.
7176. Saslow, George; Matarazzo, Joseph D., & Guze, Samuel B. **The stability of interaction chronograph patterns in psychiatric interviews.** *J. consult. Psychol.*, 1955, 19, 417-430.—"The present study was concerned with two problems: an investigation of the reliability of the interaction chronograph as an instrument of research and the corollary problem of the variance or invariance of interaction patterns of patients during a standardized psychiatric interview. . . . The highly significant correlations obtained indicate reliability of the instrument and a marked invariance or stability in patient interaction patterns when the stimulus conditions are relatively standardized (inter-interviewer consistency) and a flexibility in these interaction patterns when these stimulus conditions are changed in a predefined manner (intra-interviewer variance)."—A. J. Bachrach.
7177. Schneek, Jerome M. **Hypnosis and clinical psychology.** In Brower, D., & Abt, L. E., *Progress in clinical psychology, II*, (see 30: 7139), 223-238.—"Although military problems and opportunities stimulated interest in hypnosis during World War II, the increase in investigation and publication is to be found mostly in the years 1946 to 1954. . . . What is presented here should be taken as a guide for stimulation of interest . . . articles consisting essentially of therapeutic data have been omitted. . . . Relatively few psychologists and allied investigators have shown sustained interest in hypnosis research through the years." 60 references.—H. P. David.
7178. Schneider, Eugène. **Les types humains—methodes, resultats, concepts.** (Human types—methods, results, concepts.) *Evolut. psychiat.*, 1954, 3, 539-556.—Judgments in terms of morphological types became suspect when subjected to statistical analysis by the Italian school. The Parisian school advanced an empirical methodology. In England, typology was analyzed factorially, whereas Americans

contributed the concept of "mixed" types. To what extent are traits based upon somatic structures? Are such traits modifiable? These questions involve problems of mental and physical units, which should be approached by means of statistically anchored constellations or clusters. 19 references.—L. A. Ostlund.

7179. Slupinski, Leon. Drawing an obtuse angle. *Res. Rev., Durham*, 1955, No. 6, 54-59.—This experiment seeks to measure the pressure of the drawing hand and performance time of mentally defective patients (I.Q.—38 to 57). The investigator used a Drawing Test, Scholastic Achievements Test, Simple Reaction Time Test, Pressure and Drawing "Time" Test, and results from previous testing on the Revised Stanford-Binet intelligence Scale (Form L). This battery was administered to two groups of clinically undifferentiated patients, one consisting of 60 persons who had failed in the drawing of an obtuse angle, and the other made up of 60 who had been successful. The results included the following: the abilities to draw diamonds and obtuse angles appear to be related; the drawing of different types of angles offers different degrees of difficulty to mental defectives; and the major difficulty in drawing angles or a diamond seems to be neuromuscular rather than perceptual.—W. W. Brickman.

7180. Smith, G., & Kragh, U. Do micro-genetic sequences reflect life history? An illustration. *Acta psychol.*, 1955, 11, 504-512.—By tachistoscopic projection of photographs of middle-aged and older men and women, subjects' reactions could be interpreted according to Szondi's theories. Serial characteristics in the phototest often corresponded to the basic life history theme. This suggests a new field of application for the tachistoscope: to test the vertical structure of a behavior complex which often coincides with the phases of a life history. 17 references.—G. Rubin-Rabson.

7181. Winokur, George. (4580 Scott Ave., St. Louis, Mo.) The germ warfare statements: a synthesis of a method for the extortion of false confessions. *J. nerv. ment. Dis.*, 1955, 122, 65-72.—The method by which false statements are obtained from war captives is synthesized from salient facts obtained through interviewing three subjects who had signed false statements declaring that they had participated in germ warfare against the enemy of the United Nations in the Korean War.—N. H. Pronko.

(See also abstracts 6922, 7561)

DIAGNOSIS & EVALUATION

7182. Abramson, H. A., Waxenberg, S. E., Levine, A., Kaufman, M. R., & Kornetsky, C. (Mt. Sinai Hosp., New York.) Lysergic acid diethylamide (LSD-25) XIII. Effect on Bender-Gestalt Test performance. *J. Psychol.*, 1955, 40, 341-349.—LSD-25 was administered to 26 normal S's. Their mean score on the Bender-Gestalt shifted materially, to resemble the scores of psychiatric inpatients and outpatients. However, the number who shifted to predominantly or specifically psychotic modes of response was not statistically significant to prove that the doses given precipitate experimental psychotic-like states comparable to clinical psychotic reactions.—R. W. Husband.

7183. Auld, Frank, Jr. (Yale U., New Haven, Conn.), Eron, Leonard D., & Laffal, Julius. Application of Guttman's Scaling Method to the T.A.T. *Educ. psychol. Measmt.*, 1955, 15, 422-435.—For reliable and valid interpretation of T.A.T. stories some procedures have been developed, which are described in this paper. To help answer the following two questions, Guttman's scale analysis was employed: "1. When should one consider two responses as indicative of a single underlying trait (habit or motive) of the subject? and 2. Conceding that two or more responses both reveal the strength of the habit or motive, how can one combine the ratings obtained from the two responses into a single rating of the habit or motive?" Results obtained with stories given by 100 sailors for the Navy Group T.A.T. are presented. 20 references.—W. Coleman.

7184. Barron, Frank. (U. California, Berkeley.) Threshold for the perception of human movement in inkblots. *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-38, 6 p.—Reprinted from *J. consult. Psychol.*, 1955, 19, 33-38, (see 29: 8629).

7185. Baughman, E. Earl. A reply to Stein's "Note on a comparative analysis of Rorschach forms with altered stimulus characteristics." *J. proj. Tech.*, 1955, 19, 466-467.—The author answers some of Stein's criticisms (see 30: 7228) of the author's article (see 29: 4029) which suggested a lack of identity in the psychological processes underlying Rorschach M and FM responses.—A. R. Jensen.

7186. Bell, Graham B. (Louisiana State U., Baton Rouge.), & Stolper, Rhoda. An attempt at validation of The Empathy Test. *J. appl. Psychol.*, 1955, 39, 442-443.—Seventy-two college students who took The Empathy Test were organized into 12 6-man leaderless discussion groups, and after interaction each rated the others and predicted the group average. The correlation between the ratings and the test scores was not significantly different from zero. "This attempt at validating The Empathy Test was not successful."—P. Ash.

7187. Biermann, Gerd. (U. Heidelberg, Germany.) Geständnis- und Wiederholungszwang im Sceno-Test. (Confession- and repetition compulsion in the Sceno toy test.) *Z. diagnost. Psychol.*, 1955, 3, 317-331.—The diagnostic and play therapeutic values of the Sceno toy test are illustrated with 3 child analytic cases. "Repeatedly constructed scenes express in symbolic condensation what the child has to keep under repression. Repetition of a symptom is paralleled by the action of a confession compulsion connected with repetition compulsion." Although symptom formation is relatively rigid, play offers a means for catharsis. The paper includes a discussion of theoretical aspects. French and English summaries.—H. P. David.

7188. Bromley, D. B. (U. Liverpool, Eng.) Notes on the Shaw Test. *Brit. J. Psychol.*, 1955, 46, 310-311.—The Shaw Test of "fluid intellectual ability" is briefly described in terms of the kinds of responses which may be given and the psychometric and psychodiagnostic significance of the different types of responses which may be made. "It is compact and easy to construct, convenient and quick to administer; the scoring is objective and the task is interesting to the subject. The test's disadvantages

are that no norms are yet available, other than those compiled by this author on 256 normal and superior adults, and validity studies are incomplete. . . ."—L. E. Thune.

7189. Cattell, R. B. (U. Illinois, Urbana.), & Drevdahl, J. E. A comparison of the personality profile (16 P. F.) of eminent researchers with that of eminent teachers and administrators, and of the general population. *Brit. J. Psychol.*, 1955, 46, 248-261.—"The personality profile on the 16 P. F. Test has been compared for larger groups of scientists (96 biologists, 91 physicists, and 107 psychologists) than in any previous investigation of the personality of the researcher, and several differences significant at the <0.01 or <0.001 levels have been discovered: (a) between scientists and: (i) the general populations, (ii) the student population; and (b) between researchers, teachers and administrators, all in the field of science." A table is provided which shows the profile of the existing typical researcher on the 16 P. F. Test. 24 references.—L. E. Thune.

7190. Dattel, William E., & Gengerelli, J. A. (U. California, Los Angeles.) Reliability of Rorschach interpretations. *J. proj. Tech.*, 1955, 19, 372-381.—The reliability of Rorschach interpretations was investigated by having 27 clinical psychologists skilled in the use of the Rorschach write interpretations of the Rorschach protocols of 18 neuropsychiatric patients and then attempt to match each others' written interpretations according to the pattern of a two-way factorial design. The total number of mismatches was greater than the number of correct matchings. "The fact that 18 of the 27 judges achieved no better than chance performances and that the composite performance of the group of 27 judges was satisfactory leads to the tentative conclusion that a substantial majority of Rorschach reports have very little communication value. . . ."—A. R. Jensen.

7191. Davids, Anthony; Henry, Andrew F., McArthur, Charles C., & McNamara, Leo F. (Harvard U., Cambridge, Mass.) Projection, self evaluation, and clinical evaluation of aggression. *J. consult. Psychol.*, 1955, 19, 437-440.—The authors indicate that the need for intraggression does not have "many outlets for expression in everyday behavior." The TAT accordingly "presents an opportunity to express in fantasy a need that rarely gains behavioral expression." The authors believe that this is a distinct advantage and contribution of projective techniques in that they allow the individual to express inwardly directed aggression—. . . a need whose expression in behavior other than fantasy is culturally made difficult."—A. J. Bachrach.

7192. De Vos, George. (U. Michigan, Ann Arbor.) A quantitative Rorschach assessment of maladjustment and rigidity in acculturating Japanese Americans. *Genet. Psychol. Monogr.*, 1955, 52, 51-87.—The present report deals with the application of Fisher's Maladjustment and Rigidity Scales to Rorschach records obtained from immigrant and American born Japanese Americans with various modes of acculturative experience, and to comparative groups of normal, neurotic, and schizophrenic Americans. On the Maladjustment Scale the means of the Issei (immigrant Japanese Americans) and the Kibei (American born Japanese Americans who spent at least five years during childhood in Japan) ap-

proximated that of neurotic Americans but were lower than that of the schizophrenic Americans. The means of the Nisei (American born Japanese Americans reared in American schools) was lower than that of either the Issei or Kibei, but higher than the mean of normal Americans. The complex results on the Rigidity Scale are discussed. 27 references.—G. G. Thompson.

7193. Ekman, Gösta. Konstruktion und Standardisierung von Tests. (Test construction and standardization.) Göttingen: Verlag für Psychologie, 1955. 19 p. DM 2.40.—This is a monograph presentation of a series of papers previously published in *Diagnostica* (see 30: 3736).—H. P. David.

7194. Felzer, Stanton B. (Temple U., Philadelphia, Pa.) A statistical study of sex differences on the Rorschach. *J. proj. Tech.*, 1955, 19, 382-386.—One hundred male and 100 female college students showed a sex difference on only 2 of 26 Rorschach variables studied—greater use of FC by females, longer average time per response by males. "When the total sample was classified according to [the Guilford-Zimmerman] masculinity-femininity score no significant differences were found in the Rorschach variables that were not found in the total sample of males and females. On the Guilford-Zimmerman the females considered themselves more sociable, cooperative, and friendly than the males."—A. R. Jensen.

7195. Gehlmann, Frederick; Ferguson, Leonard W., & Scott, John F. Personality tests—uses and limitations. *Civil Serv. Assembly Person. Rep.*, 1956, No. 561, 23 p.—Each author presents a phase of personality testing as follows: Gehlmann—Approaches to the appraisal of personality. Ferguson—Uses of personality tests in private business. Scott—Uses of personality tests in the public service. Several examples of good or indifferent results from personality tests in predicting success are given in the latter.—M. O. Wilson.

7196. Gluck, Martin R. (Mental Hygiene Consultation Service, Fort Lewis, Wash.) Rorschach content and hostile behavior. *J. consult. Psychol.*, 1955, 19, 475-478.—"It is concluded that simple assessment of the amount of hostility contained in the content of a Rorschach protocol does not provide an accurate index to the patient's proclivity or ability to behave in a hostile manner in what seems to be a hostility-provoking situation."—A. J. Bachrach.

7197. Halpern, Howard M. (Bronx VA Hosp., N. Y.) Empathy, similarity, and self-satisfaction. *J. consult. Psychol.*, 1955, 19, 449-452.—"The ability of 38 student nurses, in four groups, to predict each other's responses to a personality inventory was determined. This ability, which served as an operational definition of empathy, was found to be positively correlated with (a) the similarity of predictor and predictee, and (b) the predictor's satisfaction with her own behavior in the area of prediction."—A. J. Bachrach.

7198. Hellebrandt, F. A., & Houtz, Sara Jane. (U. Illinois, Chicago.) Applications of the MacQuarrie Test for Mechanical Ability. *Amer. J. Occup. Therap.*, 1955, 9, 259-263; 296.—Recognition of the importance of psychological tests for the assessment of the patient's physical as well as psychological

skills has led the author to select the MacQuarrie Test for Mechanical Ability to demonstrate to 31 student occupational therapists and provide them with "actual experience in test administration and interpretation" while emphasizing "the importance of objectivity in the assessment of neuromuscular performance." The Dotting test was found "to differentiate right from left-handers and the degree of laterality dominance better than any other MacQuarrie sub test."—M. A. Seidenfeld.

7199. Hirschstein, Ralph, & Rabin, Albert I. (Michigan State Coll., E. Lansing.) Reactions to Rorschach cards IV and VII as a function of parental availability in childhood. *J. consult. Psychol.*, 1955, 19, 473-474.—"Two groups of male delinquent subjects, matched for age and intelligence, but differing with respect to parental availability in early childhood, were compared on the basis of their reactions to Rorschach Cards IV and VII. The youngsters who grew up with their natural family reacted significantly more slowly to these cards than did the group who had no real mother or father figure to identify with. Furthermore, a slight trend in the direction of restricted productivity to these cards, was noted in youngsters who had grown up with their natural parents. These results are offered as further evidence in support of the hypothesis that Cards IV and VII symbolize parental figures."—A. J. Bachrach.

7200. India. Ministry of Defence. Defence Science Organization. Psychological Research Wing. Mood in TAT pictures and its effects. *Indian J. Psychol.*, 1954, 29, 125-140.—Criticism of the TAT has surmised that the generally prevailing gloomy quality of the pictures may create a set in subjects to produce gloomy stories. The present experiment, using a sequence of pictures, some neutral, some happy, and some gloomy, found that the mood of the picture strongly influences the mood of its story. There was also evidence of a carry-over of mood, as well as other possible effects. Table, statistical analysis, and sample stories.—H. Wunderlich.

7201. Karl, Helmut. Die Diagnostik der Antriebsstruktur im Farbpapramidentest. (Diagnosis of impulse structure in the Color Pyramid Test.) *Z. exp. angewand. Psychol.*, 1953, 1, 524-567.

7202. Klopfer, Bruno, et al. Developments in the Rorschach technique. Vol. II. Fields of application. Yonkers-on-Hudson, N. Y.: World Book Co., 1956. xx, 828 p., \$8.50.—Part I of Volume II (see 28: 7533), considers the application of the Rorschach in work with children and the aged, including administration, interpretation, age patterns, and perceptual development. Part II discusses such aspects of medical psychology as the clinical situation, differential diagnosis, case studies of organic brain damage, and methodological research problems. Part III reviews Rorschach studies in social psychology, anthropology, and industrial psychology. Part IV re-evaluates projective theory and relationships between the Rorschach and other psychodiagnostic tests. The bibliography consists of 786 alphabetical references for the years 1920-1945, and 1,899 classified entries covering 1945-1955. The Index is cumulative for Volumes I and II. Contributors include M. D. Ainsworth, D. V. Anderson, G. Baker, H. Bolgar, J. Fox, A. I. Hallowell, E. Higham, S. Kellman, W. G.

Klopfer, G. Meili-Dworetzki, E. S. Shneidman, R. F. Snowden, M. Spiegelman, M. D. Stein, E. Troup, and G. Williams.—H. P. David.

7203. Koh, Soon Duk. (Ewha Woman's U., Seoul, Korea.) On the relationship between the Goodenough scale and the Thorndike scale in drawing of a man. *Stud. Psychol. Ewha Woman's U.*, 1954, No. 1, 54-61.—Drawings of a man by 190 children, 6 to 9 years of age, were scored by the Goodenough and Thorndike standards. The correlation between the 2 sets of scores with age constant was .718. A smaller group of 20 first grade children also drew with colored crayon. This did not influence the Goodenough score but Thorndike scores were increased.—C. M. Louttit.

7204. Koh, Soon Duk. (Ewha Woman's U., Seoul, Korea.) A statistical evaluation of the Korean conversion of the Wechsler-Bellevue Intelligence Scale. *Stud. Psychol. Ewha Woman's U.*, 1954, No. 1, 26-53.—A Korean adaptation of the Wechsler test was earlier standardized on 297 Korean males. In this study the details of performance of a new group of 215 males are reported. While the translation is useful it is evident that it was standardized on a sample biased toward higher socioeconomic groups. Detailed statistics on the present group for each subtest are given.—C. M. Louttit.

7205. Kropp, Russell P. (Florida State U., Tallahassee.) The Rorschach "Z" score. *J. proj. Tech.*, 1955, 19, 443-452.—Beck's rationale for Z scores is criticized on several points. "Evidence was presented that showed: that Z is highly related to W, M, and R; that Z does not relate to intelligence (IQ) operationally defined by current tests, but does relate moderately to intelligence test 'raw scores,' and that Z does not relate uniformly to academic success." 20 references.—A. R. Jensen.

7206. Levine, A., Abramson, H. A., Kaufman, M. R., Markham, S., & Kornetsky, C. (Mt. Sinai Hosp., New York.) Lysergic acid diethylamide (LSD-25): XIV. Effect on personality as observed in psychological tests. *J. Psychol.*, 1955, 40, 351-366.—The purpose of this test was to discover the effects of LSD-25 on personality as measured by projective and non-projective tests. 21 superior, non-psychotic S's were tested a half hour after taking the drug orally. The usual defensive system was disrupted in these (and other) ways: increased fantasy and autistic ideation; more intellectually watchful of both inner and outer stimuli; regression to genetically earlier modes of defense; heightened egocentric orientation and self-preoccupation; mounting of anxiety, tension, and apprehension; wider emotional range; and heightening of paranoid behavior.—R. W. Husband.

7207. Levine, Jacob. Responses to humor. *Sci. Amer.*, 1956, 194(2), 31-35.—Describes the use of a humor test using selected cartoons as a projective technique in studying personality. The rationale and interpretation are psychoanalytic.—C. M. Louttit.

7208. Levy, Leon H. (Indiana U., Bloomington.) Movement as a "rhetorical embellishment" of human percepts. *J. consult. Psychol.*, 1955, 19, 469-471.—"An experiment was performed to test the hypothesis that the tendency to give verbal responses scoreable as human movement, M, by Rorschach test

scoring standards, is directly related to the extent to which the individual takes the visual stimulus to represent a human figure. The justification for scoring both *M* and *H* in Rorschach test analysis was questioned in the light of findings confirming the hypothesis."—A. J. Bachrach.

7209. Lindner, Robert. The clinical uses of content analysis in Rorschach testing. *Psychoanalysis*, 1955, 3(3), 12-17.—A Rorschach is given to all patients entering analysis. The running script of the response record is evaluated in respect to personality structure, defenses, and personality dynamics. Rorschach responses resemble dream-work. Rorschachs during analysis help to indicate technique changes. Rorschachs at the end of analysis help to evaluate therapeutic effectiveness.—D. Prager.

7210. McGuire, Frederick L. (Camp Lejeune, N. Carolina.) The Highway Situation Test, Experimental Form A. *USN Med. Field Res. Lab. Rep.*, 1955, 5, 325-352.—The Highway Situation Test (HST) consists of a series of cartoons that involve highway situations. It is based upon the Rosenzweig Picture Frustration Study. The current research program under which the HST was developed is being terminated temporarily. The test at the present is without scoring system or norms and can only be used clinically.—R. T. Osborne.

7211. McGuire, Frederick L. (Camp Lejeune, N. Carolina.) The Kuder Preference Record—Personal and its use in psychiatric screening. *USN Med. Field Res. Lab. Rep.*, 1954, 5, 161-168.—The Kuder Preference Record—Personal, Form A, and the Bell Adjustment Inventory were given to 50 men who were to be discharged from the Marine Corps for psychiatric reasons and 38 Marines who had spent at least five years in the Marine Corps. Findings suggest that the Kuder Preference Record—Personal scales (1) do not measure adjustment in same manner as the Bell Adjustment Inventory; (2) do not differentiate between a "psychiatric" and normal military group; (3) do not differentiate between Kuder's "satisfied" workers and a psychiatric military population.—R. T. Osborne.

7212. McIntyre, Charles J. Evaluation of motion pictures to simulate reality in the Thematic Apperception Test. *USN Spec. Dev. Cent. Tech. Rep.*, 1955, No. SDC 269-7-47, 12 p.—Experiments with motion picture films designed to make TAT situations more realistic and hence more effective for diagnosis suggested that "specific actions may structure the pictured situation and reduce ambiguity, thus decreasing their projective value." Pictured persons resembling the subject "may actually discourage projection."—R. Tyson.

7213. Mallet, C. H. Eine Bilderserie als Hilfsmittel zum Verständnis der Familiensituation des Kindes. (A series of pictures as an aid in understanding the child's family relationships.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4(5-6), 120-126.—A series of 19 pictures to be used as a projective technique with younger children is described. These pictures are useful in tapping conflicts in such areas as loneliness, rejection, sexuality, and school adjustment.—E. Schwerin.

7214. Martin, Barclay, & McGowan, Bruce. (U. Wisconsin, Madison.) Some evidence on the va-

lidity of the Sarason Test Anxiety Scale. *J. consult. Psychol.*, 1955, 19, 468.—Brief report.

7215. Meyer, Bernard C., Brown, Fred, & Levine, Abraham. (Mount Sinai Hosp., New York.) Observations on the House-Tree-Person Drawing Test before and after surgery. *Psychosom. Med.*, 1955, 17, 428-454.—The H-T-P Test, along with psychiatric interviews, was given before and after surgery to 22 adult patients. Analysis of both sets of findings indicated preoperative drawings to be far more regressed than clinical impression in interview had suggested. Postoperative productions, however, "often revealed an abandonment of the regressive aspects . . . leading to the surmise that the former arises as a response to anxiety and a sense of imminent catastrophe." Both sets of drawings also showed "certain characterological features of the patients. . . ." In addition to the evaluative function, it is suggested that the drawings serve a psychotherapeutic function "in aiding the S to cope with a threatening and traumatic reality."—L. A. Pennington.

7216. Morris, W. W. (State U. Iowa, Iowa City.) Ontogenetic changes in adolescence reflected by the drawing-human-figures technique. *Amer. J. Orthopsychiat.*, 1955, 25, 720-728.—Further data are here presented on the drawing-human-figures technique in working toward the development of this method as a sound projective test. Sex differences and age changes between 13 and 18 year-olds are presented. Future studies will include abnormal samples.—R. E. Perl.

7217. Newbigging, P. Lynn. (U. New Brunswick, Fredericton, Can.) Influence of a stimulus variable on stories told to certain TAT pictures. *Canad. J. Psychol.*, 1955, 9, 195-206.—Ten TAT pictures were ranked by judges with respect to the happiness-sadness of the scene. Ss were instructed to "make up as happy a story as you can" to each picture, and stories were rated by judges as to the degree of happiness expressed. The happiness of the stories varied significantly with the happiness of the pictures. Response time and number of words per story increased as the happiness of the pictures decreased. Therefore, the features of the different TAT pictures affect the feeling-tone of the stories.—R. Davidson.

7218. Pinillos, José L., & Brengelmann, Johannes C. Bilderkennung als Persönlichkeitstest. (Picture recognition as a personality test.) *Z. exp. angewand. Psychol.*, 1953, 1, 480-500.

7219. Piotrowski, Zygmunt A. Rorschach method in review. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 16-31.—"Since the beginning of 1952 . . . an average of more than ten articles and/or books appeared every month. . . . The conclusions reached by many different authors are far from compatible and little attempt has been made to reconcile or explain the contradictions. . . . One remedy would be to redefine the psychological meaning assigned to troublesome components. . . . There is a strong tendency nowadays to refrain from any such effort but simply to substitute something else for the criticized Rorschach method—and that something else is no longer the Rorschach method." 14 references.—H. P. David.

7220. Piotrowski, Zygmunt A., & Berg, Dorothy A. Verification of the Rorschach alpha diagnostic

formula for underactive schizophrenics. *Amer. J. Psychiat.*, 1955, 112, 443-450.—"The 1950 percept-analytic alpha formula designed to aid in the differentiation between psychosis and neurosis was tested on a new group of 145 patients, 100 schizophrenics, and 45 neurotics. All patients were followed for at least 3 years and were rediagnosed by Nolan D. C. Lewis. Their condition at the end of the 3-year period subsequent to the original Rorschach examination was evaluated in terms of improved, essentially unchanged, and worse."—N. H. Pronko.

7221. Price, John R., & Thorne, Gareth D. (*U. Denver, Colo.*) A statistical comparison of the WISC and Wechsler-Bellevue, Form I. *J. consult. Psychol.*, 1955, 19, 479-482.—The hypothesis tested in this study stated that the WISC and WB Form I are not equivalent tests with respect to the VS, PS, and FS in the age range of 10 to 15 years. Three criteria for equivalence were specified. The hypothesis of lack of equivalence was supported to the degree the data failed to meet these three criteria. At the 11.5-year age level, a lack of equivalence was established on the VS on 2 criteria, and on the PS on only one criterion. No lack of equivalence was found on the FS. At the 14.5-year age level, lack of equivalence was established on the VS on one criterion and on the PS and FS on one criterion.—A. J. Bachrach.

7222. Rorschach, Hermann. *Psychodiagnostik; Bibliographie. Die hauptsächlichsten Arbeiten über die Rorschach Methode.* (Psychodiagnostics; bibliography. Major references on the Rorschach method.) Bern: H. Huber, 1954. 64 p. SFr. 5.00.—This is a listing of 1459 references to the world literature on the Rorschach test, arranged alphabetically by authors.

7223. Sacher, Horst. Zur testpsychologischen Querschnittsdiagnostik und statistischen Auswertetechnik. (Cross sectional diagnosis with psychological tests and techniques of statistical evaluation.) *Z. exp. angewand. Psychol.*, 1953, 1, 459-479.

7224. Schwartz, Arthur A., & Rosenberg, Israel H. (*Mt. Sinai Hosp., New York.*) Observations on the significance of animal drawings. *Amer. J. Orthopsychiat.*, 1955, 25, 729-746.—Prompted by the thought that animal drawings might focus more searchingly on the body image than do house, tree and human figure drawings, the authors made diagnostic use of animal drawings in conjunction with the others. They have a normal as well as clinical sampling of over 800 cases between the ages of 6 and 60. Case examples show that Rorschach and other information about individual subjects support the symbolic value attributed to the animal drawings.—R. E. Perl.

7225. Sherman, Murray H. A psychoanalytic definition of Rorschach determinants. *Psychoanalysis*, 1955, 3(2), 68-76.—Color is related to indirect manifestations of the id; form responses represent ego controls; and movement responses correspond to superego functioning based upon parental identification. Obsessives tend to the M end of the CFM continuum, hysterics to the C end, and depressives fall in about the center. 21 references.—D. Prager.

7226. Small, Leonard. (*Vocational Advisory Serv., New York.*) Rorschach location and stor-

ing manual. New York: Grune & Stratton, 1956. vi, 214 p. \$6.50.—Based upon Beck's scoring areas and scoring method, over 6000 responses scored by Beck, Klopfer, Oberholzer, Rorschach and 14 other Rorschach workers are assembled. In addition to presenting responses scored for area, determinant and content, + and - responses are listed alphabetically in the same column. Each area is separately depicted and Z-values are given for each card.—A. R. Howard.

7227. Smedslund, Jan. Om valideringen av dybdepsykologiske tester. (On the validation of projective tests.) *Nord. Psykol.*, 1954, 6, 113-115.—Clinical psychologists claim good validity for projective tests, but quantitative studies reveal little or no validity. This lack of validity is caused by the inadequacy of quantitative research to consider certain peculiarities of human behavior. The correlation between internal drives and external behavior is usually very low; and to the extent that extenuating processes exclude each other and are vicarious, such intercorrelation will be negative. The deeper the underlying dispositions being studied the lower the individual indices will correlate with the criterion. The solution to these problems might be multiple correlation analysis and related techniques which might parallel the intuitive synthesis that takes place within the individual clinical psychologist.—B. Karlsson.

7228. Stein, Harry. (*Bellevue Med. Center, New York U.*) A note on "A comparative analysis of Rorschach forms with altered stimulus characteristics" by E. E. Baughman. *J. proj. Tech.*, 1955, 19, 465-467.—The author criticizes what he considers a false inference made from data in a previous study (see 29: 4029), concerning the independence of M% and FM% and the lack of identity in their underlying processes. In an appended note Baughman replies to Stein's critique.—A. R. Jensen.

7229. Thurstone, L. L. The criterion problem in personality research. *Educ. psychol. Measmt.*, 1955, 15, 353-361.—The criterion problem has not been solved in personality research, but Thurstone illustrates the use of a 500 item personality schedule "... as an intermediate criterion for judging whether the objective test is in the range of personality and also to ascertain the traits that are indicated by each objective test." An inductive procedure is used to ascertain the psychological unity of the diagnostic items in the objective personality test checked by chi-square or similar indices. Projective tests are valuable if they are unstructured for the subject and very definitely structured for the examiner.—W. Coleman.

7230. Tresselt, M. E., & Leeds, Donald S. The Kent-Rosanoff Word Association: I. New frequencies for ages 18-21 and a comparison with Kent-Rosanoff frequencies. *J. genet. Psychol.*, 1955, 87, 145-148.—The most popular responses in 1927 on the Kent-Rosanoff differ from those obtained in 1952. Relative frequencies are significantly different for 55% of the words used. Opposite responses gained in 45% of the significant shifts.—Z. Luria.

7231. Tresselt, M. E., Leeds, Donald S., & Mayzner, Mark S., Jr. The Kent-Rosanoff Word Association: II. A comparison of sex differences in response frequencies. *J. genet. Psychol.*, 1955, 87, 149-153.—It was found that 95% of the popular re-

sponses were the same for males and females on the Kent-Rosanoff.—Z. Luria.

7232. Van Leent, J. A. A. De Rorschach als verbeeldingsproef. (The Rorschach as a test of imagination.) *Ned. Tijdschr. Psychol.*, 1956, 11, 54-77.—The author suggests a new approach based on a study of the manner in which "the imaginative material is used as analogon for the appearance of the object." Three groups are differentiated: the impressionistic, realistic and expressionistic mode. Then, the element of color in the Rorschach is discussed. From a survey of some previous publications it is concluded that "the diagnostic interpretation is based on theoretical hypotheses which should be considered disputable" and that the conception of the Rorschach as a test of imagination rather than as a test of perception opens perspectives for new hypotheses and correctives for the diagnostic field.—R. H. Houwink.

7233. Walton, D. (Rainhill Hosp., Liverpool, Eng.) The validity and interchangeability of Terman-Merrill and Matrices test data. *Brit. J. educ. Psychol.*, 1955, 25, 190-194.—Progressive Matrices was administered as a group test to 360 boys, ages 13-15, who were also given Terman-Merrill, Form M, individually. Discrepancies between Terman IQs and Matrices gradings were evident, with the latter revealing a greater concentration of scores at the lower end. This result appeared attributable to group rather than individual administration of the Matrices, for closer correspondence between the two tests had been found in Raven's earlier study with both tests given individually. It was further apparent that Matrices cannot be used as a non-verbal equivalent of the Terman-Merrill, and that Matrices scores cannot be converted into IQs since the function they measure does not develop uniformly through childhood.—R. C. Strassburger.

7234. Wiegersma, S. Frequentietabellen voor duidingen bij de Behn-Rorschach Test. (Frequency tables for responses on the Behn-Rorschach Test.) *Ned. Tijdschr. Psychol.*, 1955, 10, 510-531.—Tables are presented of the most frequent responses on the Behn-Rorschach cards found in a sample of 500 adult subjects. These are listed for each field on each table in order of frequency. Also a comparison of the most frequent responses in this group with former listing of "populars" is made.—R. H. Houwink.

7235. Wiegersma, S. Die Versager im Behn-Rorschach-Formdeutversuch. (Rejections in the Behn-Rorschach test.) *Z. diagnost. Psychol.*, 1955, 3, 291-317.—As part of a job evaluation procedure the Behn-Rorschach was administered to 500 normal Dutch adults. About 21% rejected one or more cards, indicating that rejection *per se* is not necessarily indicative of pathology. Quantitative and phenomenological analysis of the protocols suggests that rejection is most often experienced as "lack of phantasy," which is considered symptomatic of anxiety. The literature is reviewed and differences between Rorschach and Bero cards are noted. 25 references. French and English summaries.—H. P. David.

7236. Wirt, Robert D. (VA Hosp., Minneapolis, Minn.) Further validation of the ego-strength scale. *J. consult. Psychol.*, 1955, 19, 444.—Brief report.

7237. Wittich, John J. (DePauw U., Greencastle, Ind.) The generality of the prediction of self reports. *J. consult. Psychol.*, 1955, 19, 445-448.—Using a revised and shortened Bell Adjustment Inventory, 42 subjects, "arranged into six-man work groups, were required to predict and to be predicted by the other five group members." Adjustment scores were obtained for each subject, while prediction scores were obtained by a comparison of the predicted responses with the self report of the subjects who were predicted. Conclusions showed that "1. The ability to predict the responses of others may be regarded as a trait. 2. The capacity to be predicted by others may be regarded as a trait. 3. There is a positive relationship between the adjustment of a subject and the success with which others understand him."—A. J. Bachrach.

7238. Wyatt, Frederick, & Veroff, Joanne B. Thematic apperception and fantasy tests. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 32-57.—"The diagnostic optimism so common when first the TAT became widely known ten years ago has vanished from printed publications. It appears to have also cooled off in clinical settings. . . . Progress has been made toward defining the scope of the TAT more systematically . . . influenced by the progress of the psychoanalytic ego psychology. Some real headway has been made in thinking through the general conditions of fantasy. . . . The frame of reference of approaches to the TAT has fortunately grown, together with a sense of proportion as to the psychological capacities of the test." 75 references.—H. P. David.

7239. Zimmer, Herbert. Validity of sentence completion tests and human figure drawings. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 58-75.—"The question whether the sentence completion test is valid can definitely be answered in the affirmative, though its validity is much higher under some conditions than under others. When . . . used for describing a number of variables by means of global, impressionistic evaluation, validity . . . appears to be quite low. . . . The weight of evidence seems to favor scoring systems. . . . The single variable approach has produced decidedly better results. . . . At the present time the validity of human figure drawings is clearly undecided. The obvious need is for experiments designed to yield definitive answers." 50 references.—H. P. David.

(See also abstracts 6512, 6534, 6820, 7482)

TREATMENT METHODS

7240. Ackerman, Nathan W. Trends in the terminal phase of student analysis. *Amer. J. Psychoanal.*, 1955, 15, 107-114.—When is a student analysis over? "The ultimate criterion . . . is the student's ability to live the full cup of life, to be emotionally free to confront life, not only with security and confidence and without the constrictions of neurotic fear, but to realize his full potential as a person, to be creative in the fullest sense of the word, in his profession, in his family life and the community at large."—D. Prager.

7241. Albee, Constance Impallaria. (Western Reserve U., Cleveland, O.) Group work with hos-

pitalized children. *Children*, 1955, 2, 217-221.—The child who benefits from the group worker and the group is the one who is best helped to make the transition from a passive, compliant patient to a more active, aggressive one. The program described provides reassurance to parents through the knowledge that their child is with other children and with a warm and sympathetic adult. The team effort makes for a less frightening hospitalization of the child. The author discusses steps in the procedure, including: (1) joining the group, (2) role playing, (3) getting underway, (4) staff cooperation, and (5) values of the program.—S. M. Amatora.

7242. Appel, Kenneth E. Principles and practice of psychotherapy. *Amer. J. Psychoanal.*, 1955, 15, 99-106.—Therapy is a new reconditioning experience. Insight is not universally valuable. Much psychotherapy is too verbal. There are too many rigidities in practice, concepts, and theory. Psychoanalysis has brought the greatest contribution in the history of psychiatry. Treatment to be helpful should be individualized. 2 out of 3 neurotics recover without very much psychotherapy or as a result of different types of psychotherapy. Helping in psychotherapy is not limited to understanding.—D. Prager.

7243. Archibald, Herbert C. Therapy group as dream content. *Group Psychother.*, 1954, 7, 146-147.

7244. Bach, George R. Current trends in group psychotherapy. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 114-145.—"This review has been written in four relatively independent parts. Part I, 'Technical Progress,' summarizes the major work problems of concern to clinicians. Part II, 'Theoretical Progress,' seeks to acquaint the reader with some of the systematic thinking and research that make up the scientific frontlines in this field. To provide an objective angle, Part III, 'Resistance to the Practice of Group Psychotherapy,' summarizes the positions of critics to whom the limitations of group psychotherapy loom just as large as its virtues." 167 references.—H. P. David.

7245. Baruk, H. Psychologie des thérapeutiques psychiatriques par altérations du système nerveux. (Chocs et psychochirurgie.) (Psychiatric treatment involving central nervous system alteration: shock and psychosurgery.) *J. Psychol. norm. path.*, 1955, 52, 356-374.—In this detailed critique of psychosurgical procedures and, to a lesser extent, shock therapies, the author examines the so-called rationale of these therapies, the generally accepted clinical indications and the more careful studies of results, and is led to the conclusion that none of these justify the procedures. He shows evidence that much less radical methods can lead to real recovery rather than to an exchange of one set of symptoms for another much more debilitating set.—M. L. Simmel.

7246. Becker, Alois M. Existenz und Psychiatrie: Über die "Existenzanalyse." (Existence and psychiatry; concerning "existence analysis.") *Psyche, Heidel.*, 1955, 9, 801-814.—Examination of V. E. Frankl's "existence analysis" and "logotherapy" shows it to be a new form of suggestive and persuasive psychotherapy. Its vocabulary is made up of emotionally toned ambiguous words that restate fa-

miliar knowledge. Its understanding of man is metaphysical and speculative; its judgments of the principal depth psychologies often inaccurate. Because the "logotherapist" often confronts the patient with his (the therapist's) own "Weltanschauung" with the intent to give ethical direction, he oversteps the limits of what is medically legitimate. Finally, existence analysis is self-contradictory when it also demands that the therapist refrain from influencing the patient through his own values. 16 references.—E. W. Eng.

7247. Berman, Leo. Some problems in the evaluation of psychoanalysis as a therapeutic procedure. *Psychiatry*, 1955, 18, 387-390.—Recent interest in an evaluation of the results of psychoanalysis has brought into focus several problems which demonstrate the need for a more precise definition of the therapeutic process. The statistical approach as used by the Committee on Evaluation of Psychoanalytic Therapy of the American Psychoanalytic Association appears inadequate. The problems involve the analyst, analysand and the analytic situation. Possibly fruitful procedures and approaches are suggested.—C. T. Bever.

7248. Berne, Eric. (Mt. Zion Hosp., San Francisco, Calif.) Group attendance: clinical and theoretical considerations. *Int. J. group Psychother.*, 1955, 5, 392-403.—The study is concerned with a study of attendance records of five groups comprising 72 individuals. Comparisons with attendance figures of other types of groups, revealed a "surprising uniformity" (86% to 89%). The findings are discussed in terms of theoretical principles of group dynamics.—H. H. Strupp.

7249. Beukenkamp, Cornelius. (Hillside Hosp., Glen Oaks, N. Y.) The nature of orality as revealed in group psychotherapy. *Int. J. group Psychother.*, 1955, 5, 339-345.—The group setting is particularly well suited for dealing with oral needs since it approximates a situation in which the parents must be shared with siblings. The therapist's ability to be flexible aids in building a healthier ego structure in the patient. Several suggestions are offered for working through of oral dependency needs. The mechanisms of universalization, mutual support, and the catalytic action of other patients can thus be turned to therapeutic advantage.—H. H. Strupp.

7250. Black, Kathleen. (Nat. League for Nursing, Inc., New York.) Nursing in psychiatric hospitals. *Ment. Hyg., N. Y.*, 1955, 39, 533-544.—"Promising developments are occurring in psychiatric nursing in terms both of the quantity and quality of personnel in the field. Much remains to be done, however, before anything even approaching adequate nursing care of psychiatric patients can be assured. The task of providing adequate nursing care has been accepted by the nursing profession as being primarily their responsibility." Discussion includes material on psychiatric nursing needs, training of psychiatric aides, and a review of the nursing problems in the psychiatric treatment program.—M. A. Seidenfeld.

7251. Boyd, David A. (Mayo Clinic, Rochester, Minn.) Electroshock therapy in atypical pain syndromes. *J. Lancet*, 1956, 76, 22-25.—Pain serves as a useful warning for us to withdraw. In psychogenic pain, the etiologic basis is emotional conflict. Because of the difficulty in reaching such deeply imbedded disturbances, electroshock therapy has been

used. It is most successful in patients who are basically sound emotionally even though temporarily ill. "Most success is attained when the underlying emotional conflict is correctible and especially when prominent depressive elements are present."—G. K. Morlan.

7252. Brower, Daniel. **Bibliotherapy.** In Brower, D., & Abt, L. E., *Progress in clinical psychology, II*, (see 30: 7139), 212-215.—"Bibliotherapy is effective to the extent to which there is residual flexibility in the personality structure, and to the extent to which the unhealthy mechanisms are at least permeable by new ideas from the outer world." Indications and contraindications for bibliotherapy are cited. 5 references.—H. P. David.

7253. Cameron, John L., & Stewart, Ronald A. Y. (U. Glasgow, Scotland.) **Observations on group psychotherapy with chronic psychoneurotic patients in a mental hospital.** *Int. J. group Psychother.*, 1955, 5, 346-360.—This paper describes an experience in group psychotherapy with 19 neurotic patients. Five cases are briefly outlined. Among the difficulties encountered were acting out, irregular attendance, and the admission of new group members. The authors do not claim to have initiated marked personality changes, but evidence of diminution of superego tension was present. Group psychotherapy is considered useful with this type of patient.—H. H. Strupp.

7254. Caso, Agustín; Cuevas, Alberto, & Raphael, Germán. **Contribución al estudio del thiamil sodico (Surital) antes del electrochoque.** (A contribution to the study of sodium thiamilal (Surital) before electroshock.) *Arch. mex. Neurol. Psiquiat.*, 1954, 2, 60-64.—The effects of sodium thiamilal in a group of patients undergoing electroshock therapy are studied. It was found that doses of 5 to 10 cc. at 2.5% concentration, were effective in reducing fear of the shock treatment and excitation after the electroshock. The use of sodium thiamilal is recommended in electroshock treatment.—J. Filella.

7255. Corsini, Raymond J. (U. Chicago, Ill.) **Towards a definition of group psychotherapy.** *Ment. Hyg., N. Y.*, 1955, 39, 647-656.—After careful exploration of the existing definitions of group psychotherapy and their limitations, Corsini has indicated the elements that he considers essential and offers the following definition: "Group psychotherapy is the intentional establishment of a protected environment in which social relationships are fostered of a kind presumed to result in rapid ameliorative personality changes."—M. A. Seidenfeld.

7256. Cowden, Richard C. (V.A. Hosp., Chilli-cothe, O.), Zax, Melvin, & Sproles, J. A. **Reserpine; alone and as an adjunct to psychotherapy in the treatment of schizophrenia.** *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 518-522.—4 groups of 8 severely disturbed, chronic schizophrenic Ss were studied. One received group psychotherapy and reserpine; two others received one or the other. After 6 months of treatment behavior indicators were compared with those available at onset of the study. "No significant improvement occurred on psychological tests. Marked improvement occurred with behavioral measures." The greatest improvement occurred in Group 1. Results are discussed in relation to clinical

management and to problems of statistical methodology.—L. A. Pennington.

7257. Delgado, H. **La psicoterapia y la relacion fundamental entre medico y paciente.** (Psychotherapy and the basic relation between physician and patient.) *Scientia*, 1955, 90, 357-363.—"The beneficial effects of psychotherapy are directly or indirectly dependent upon the relationship between patient and physician. Sentiments and statements have a very significant bearing upon both parties. Psychotherapy has attained an immense importance in medical practice owing largely to the work of Freud. Yet, the fiction of psychoanalytic theory, in contrast to some of its sound principles and methods, has lead psychotherapy to some false practices. The author discusses just this point of view as related to the theory of transference." Spanish summary. French translation, p. 199-205.—N. De Palma.

7258. Denber, Herman C. B., & Bird, Etta G. **Chlorpromazine in the treatment of mental illness. II: Side effects and relapse rates.** *Amer. J. Psychiat.*, 1955, 112, 465.

7259. Diaz Guerrero, Rogelio. **Algunos aspectos operantes de la psicoterapia.** (Some aspects at work in psychotherapy.) *Arch. mex. Neurol. Psiquiat.*, 1953, 2(2), 17-22.—The need for a more thorough knowledge of the factors operative in non-directive and directive approaches to psychotherapy is emphasized. A discussion of models for the study of psychotherapeutic factors centers around the diadic and context relationships of the patient and therapist. It is remarked that many of the factors so far believed to be "unconscious" in the motivation of human behavior are but undescribed interpersonal relationships between the patient and the doctor and other people. 13 references.—J. Filella.

7260. Eisenbud, Jule. **On the use of the psi hypothesis in psycho-analysis.** *Int. J. Psycho-Anal.*, 1955, 36, 370-374.—The patient in psychoanalysis twice had accurate premonition of appearance of a rare bird. This is explained psychoanalytically, thus: the patient at both times had strong need to have his unresponsive mother appear. As a child he used to make her appear by magical developments that he would fantasy. Since he had accurate extrasensory perception of the appearance of the birds, he was able to tell himself that the appearance of the birds (which, symbolically stood for appearance of his mother) had magically occurred as result of his desiring the bird to appear.—G. Elias.

7261. Fuentes, Mario. **Lobulo frontal, personalidad y conducta.** (Frontal lobe, personality and behavior.) *Arch. mex. Neurol. Psiquiat.*, 1954, 2, 51-55.—After a review of the accepted facts about the alteration of personality and behavior integration in cases of frontal lobe lesions, accidental or surgical, the author presents an eclectic position with regard to interpretation. Observations on the relationships between personality and nerve centers, particularly frontal lobes are not yet enough to accept topology as explaining personality disorders with accuracy and in unambiguous terms. French and English summaries.—J. Filella.

7262. Geller, Joseph J. **An experience in group psychotherapy as a teaching device.** *Group Psychother.*, 1954, 7, 130-138.

7263. Graubert, David N. Delusional reduplication of parts of the body following insulin coma therapy. *J. nerv. ment. Dis.*, 1955, 122, 105-106.—Abstract and discussion.

7264. Grotjahn, Martin. Analytic psychotherapy with the elderly. *Psychoanal. Rev.*, 1955, 42, 419-427.—Old people have to remain young even if it kills them. The neuroses of old age are defenses against castration anxiety. Growing old shatters the unconscious illusions of eternal youth and may lead to depressive psychosis more often than to neurotic disturbance. In therapy the aging father-patient has to work through his unconscious relation to his son-therapist. The therapist, in analyzing the reversed oedipus situation, must not be idealizing, patronizing, nor should he avenge the time of submission in his childhood and react as if the time of triumph over his elders is nearing. 36 references.—D. Prager.

7265. Hadden, Samuel B. (U. Pennsylvania, Philadelphia.) Training. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 302-315.—The utilization of group psychotherapy in teaching and training in psychotherapy can be divided into two techniques. In one, medical students attend group therapy sessions as reporters, observers, etc. In the second, the students themselves form the therapy group. Both methods have yielded gratifying results in familiarizing medical students with psychodynamic phenomena and in breaking down their resistance to psychiatry. "An additional need is pointed up by the finding that a fair percentage of medical students and physicians is emotionally unstable and in need of therapeutic help. The author's own experiences with group therapy and several studies by others are reviewed. 27 references.—H. H. Strupp.

7266. Hartley, Ruth E., & Gondor, Emery I. The use of art in therapy. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 202-211.—"Art products of individuals, both graphic and plastic, have achieved wide acceptance as aids to psychological diagnosis and the understanding of personality. . . . In the area of therapy . . . , however, we find the use of art a fairly new and often tentative procedure." Art is discussed in relation to the unconscious, as reflection of inner states, and as personal communication in therapy. 43 references.—H. P. David.

7267. Hoch, Erasmus L. (Togus VA Center, Maine.), & Kaufer, George. A process analysis of "transient" therapy groups. *Int. J. group Psychother.*, 1955, 5, 415-421.—This paper was prompted by the realization that certain stages occurred regularly as therapy groups formed, crystallized, dissolved, and reformed. Four major stages were identified: (1) climate-setting, (2) approach-avoidance, (3) development of future patterns of interaction, and (4) over-all safeguarding behavior. The authors, acting as co-therapists, were able to make predictions that were borne out empirically.—H. H. Strupp.

7268. Hoch, Paul H. (Columbia U., New York.) Aims and limitations of psychotherapy. *Amer. J. Psychiat.*, 1955, 121, 321-327.—Basic issues concerning the aims and limitations of psychotherapy are discussed insofar as they can help lay sound foundations for future developments.—N. H. Pronko.

7269. Hulse, Wilfred C. (Mt. Sinai Hosp., New York.) Private practice. In Slavson, S. R., *The*

fields of group psychotherapy, (see 30: 7314), 260-272.—The opinion commonly held after World War II, that group psychotherapy could not be used with private patients, has been contradicted by postwar developments. Female patients far outnumber males; anxiety states, anxiety neuroses, and anxiety hysterias are good prospects for group psychotherapy; patients with seriously disturbed reality contact are unsuitable, as are antisocial character deviates, psychosomatics, and alcoholics; the size of groups is typically 6-8 members; sessions of 90 minutes' duration are preferred; patients are usually carefully prepared before entering a group; individual psychotherapy is very frequently used in conjunction; the average fee seems to lie between \$2.50 and \$10 per session. 28 references.—H. H. Strupp.

7270. Ikin, A. Graham. New concepts of healing, medical, psychological, and religious. New York: Association Press, 1956. xxiii, 262 p. \$3.50.—Healing is an essential characteristic of Christianity. Because there is a mutual relationship between effective psychotherapy and spiritual power, churches and the medical profession should cooperate. The works of some "healers" are described. Such healing is believed to take place through psi factors. Appendices compiled by Wayne E. Oates concern educational resources for pastoral education in the care and cure of souls in the U. S., studies of spiritual healing, and medical statements.—G. K. Morlan.

7271. Jacoby, Jay; Berker, Emil; Patterson, Ralph M., & Craig, James B. Anoxia in electroshock therapy. *J. clin. exp. Psychopath.*, 1955, 16, 265-271.—"Small doses of pentothal sodium and succinylcholine were administered intravenously to patients just prior to electroshock therapy. Convulsions of mild to moderate severity were obtained. Patients who did not receive oxygen inhalation prior to convulsions had marked and prolonged decreases in arterial oxygen saturation. Patients who inhaled oxygen for two to three minutes before and during electroshock therapy had minimal decreases in arterial oxygen saturation. To prevent anoxia, it is recommended that a patent airway be maintained, and that oxygen be administered before and during electroshock therapy." 20-item bibliography. French and Spanish summaries.—S. Kavruck.

7272. Kates, Solis L., & Jordan, Ruth M. (U. Mass., Amherst.) The social stimulus self and self image related to personality and psychotherapy. *J. soc. Psychol.*, 1955, 42, 137-146.—"Ten judges were able to match the self descriptions and the social stimulus self descriptions of 14 clinical psychology graduate students at the one per cent level of significance." An "inverse relationship was found between the frequency with which these subjects were accurately matched and their ranking as potentially successful psychotherapists." Moreover, "the frequency of correct matchings of self and social stimulus self descriptions were negatively correlated with desirable personality characteristics."—J. C. Franklin.

7273. Kelman, Harold. Life history as therapy. Part I. Evaluation of literature. *Amer. J. Psychoanal.*, 1955, 15, 144-162.—By life history is meant all a person has been up to and including the immediate moment of the present. The purpose of this first part of the paper is to review Horney's concept of the actual situation along with the findings of A.

R. Martin and M. Ivimey. The author's contribution will be found in the third part of the paper to be published at a later date. 48 references.—D. Prager.

7274. Klapman, J. W. Group psychotherapy as catalyst in mental hospital treatment. *Int. J. group Psychother.*, 1956, 6, 80-85.—Discusses the role of group psychotherapy in the large mental hospital setting and highlights its beneficial effects from several points of view.—H. H. Strupp.

7275. Klein, Melanie. The psychoanalytic play technique. *Amer. J. Orthopsychiat.*, 1955, 25, 223-237.—The history of psychoanalytic play technique is recounted, starting with the analysis in 1919 of Fritz, a five-year-old boy, who was analyzed by the author. The analysis took place in the child's home and with his own toys. The child expressed fantasies, anxieties and defenses mainly by play and their author consistently interpreted its preconscious and unconscious meaning to him. A point is made of the influence psychoanalytic play technique has had on child guidance, psychoanalysis, and the understanding of young children.—R. E. Perl.

7276. Kora, Takehisa. Principes et pratique de la thérapeutique de Morita. (Principles and practice of the therapy of Morita.) *Hyg. ment.*, 1955, 44, 41-53.—The therapeutic system developed by Dr. Shoma Morita, academic psychiatrist in Tokyo, is described. The essential principles of treatment are understanding the functional nature of the symptoms, constantly working at one activity or another in spite of the symptoms and avoidance of their utilization as escape mechanisms.—A. L. Benton.

7277. Kotkov, Benjamin. Research. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 316-327.—Only 2% of published papers in group psychotherapy can be regarded as experimental research. The bulk of research studies has dealt with effects, and relatively few have been devoted to process, selection, and the therapist. A number of unpublished doctoral dissertations represent pioneer efforts, but often extensive generalizations have been based on insufficient evidence. Research in group psychotherapy is still in its early beginnings. 45 references.—H. H. Strupp.

7278. Kotkov, Benjamin. Vicissitudes of student group psychotherapists. *Int. J. group Psychother.*, 1956, 6, 48-52.—It is axiomatic that the psychotherapist should not use his patients to act out his personal conflicts. From his experience in training group psychotherapists, the author singles out the following emotional reactions which he observed in his students: insecurity, antipathy, disinclination, rivalry, and insensitivity. Examples are given under each topic.—H. H. Strupp.

7279. Kramer, H. C. (Pulgrim State Hosp., W. Brentwood, L. I., N. Y.) Some observations in post-lobotomy patients. *J. nerv. ment. Dis.*, 1955, 122, 89-91.—Some unrestrained trends in the behavior of lobotomized patients are summarized.—N. H. Pronko.

7280. Kretschmer, E. Constitutions et thérapeutique. (Constitution and therapy.) *Evolut. psychiat.*, 1954, 3, 405-407.—The rationale for psychotherapy is that the family and/or society is responsible for personality maladjustment. However, in many cases the physical constitution—the muscular, glandu-

lar, and visceral systems—are responsible. Therefore, constitution should be accorded a more central role in psychiatric diagnosis and therapy.—L. A. Ostlund.

7281. Krug, Othilda. (U. Cincinnati, O.) The dynamic use of the ego functions in casework practice. *Soc. Casework*, 1955, 36, 443-450.—Through the analysis of treatment interviews with a 24 year old housewife, the author illustrates how casework practice can effectively use the basic principles of ego psychology.—L. B. Costin.

7282. Kusnir, Juan E., & Itzigsohn, José A. Notas sobre la terapéutica del sueño prolongado. (Notes on the therapy of prolonged sleep.) *Acta neuropsiquiátr.*, Argent., 1954, 1, 104-108.—After consideration of possible mechanisms in, and the therapeutic usefulness of, sleep, the authors conclude that prolonged sleep offers a method for "penetrating the etiological processes of many illnesses."—L. G. Datta.

7283. Landis, Carney, & Clausen, Johs. (Psychiatric Institute, New York.) Changes in sensory and motor performances induced by active psychiatric treatment. *J. Psychol.*, 1955, 40, 275-305.—Tests measuring visual and auditory thresholds, reaction time, speed of tapping, and finger dexterity were given to psychiatric patients who were treated with either psychotherapy, psychosurgery, insulin coma, or electroconvulsive therapy. Tests were given several times, at beginning, middle, and end of therapy. Other than changes in test scores which may be attributed to practice, those patients who received psychotherapy showed no consistent or systematic changes in the scores provided by this battery of tests.—R. W. Husband.

7284. Lebo, Dell. (Richmond Prof. Inst., Richmond, Va.) The development of play as a form of therapy: from Rousseau to Rogers. *Amer. J. Psychiat.*, 1955, 112, 418-422.—The evolution of play therapy within the psychoanalytic movement and its offshoots is traced out and compared with its development in relationship and nondirective types of therapy. 24 references.—N. H. Pronko.

7285. Lebo, Dell. Quantification of the nondirective play therapy process. *J. genet. Psychol.*, 1955, 86, 375-378.—"Quantitative research on what takes place in play therapy has been small in amount. Only recently has an adequate tool emerged, the Finke categories. However, these categories remain unpublished. A successful revision of them has appeared in print. The present article presents a further development and sensitization of the categories in the hope that investigations of changes in attitudes during play therapy may be encouraged."—Z. Luria.

7286. Lebo, Dell. (Carter Hosp., Indianapolis, Ind.) The relationship of play to play therapy. *J. Educ. & Psychol.*, Baroda, 1955, 13, 114-121.—The writer presents a brief review of the theories of play of Aristotle, Schiller, Spencer, Muths, Groos, and Hall with some quotations illustrating the views of Rousseau and Ramakrishna. The close relationship between these theories and modern play therapy concepts is indicated. "If play therapy had developed solely from the theoretical explanations of play it would be used to educate children to play properly. . . ." 11 references.—D. Lebo.

7287. Lowrey, Lawson G. (Chm.) **Therapeutic play techniques.** Symposium, 1954. *Amer. J. Orthopsychiat.*, 1955, 25, 747-787.—Papers in this section of the symposium include one on play interview therapy of castration fears, which gives a detailed report of treatment of one case; a field study of activity-setting and social interaction; an investigation of play equipment and principles of setting up a playroom; and a survey of play techniques and therapies.—R. E. Perl.

7288. Luchins, Abraham S. (U. Oregon, Eugene.) **A social-experimental approach to group psychotherapy.** *J. soc. Psychol.*, 1955, 42, 121-127.—The author's "major assumptions or conceptions involved" in his approach are outlined. Cumulated experiments are drawn on in observations on the sizes of patient groups, patient selection, group therapy techniques, therapist roles, and the training and preparation of the therapist.—J. C. Franklin.

7289. Mignot, Hubert. **Rapport sur les dangers des amphetamines.** (Report on the dangers of the amphetamines.) *Hyg. ment.*, 1955, 44, 66-78.—The literature on the habit-forming properties of the amphetamines and the consequences of their excessive use is reviewed and the questions involved in legal regulation of their sale are discussed. 21 references.—A. L. Benton.

7290. Moreno, J. L. **Transference, countertransference and tele: their relation to group research and group psychotherapy.** *Group Psychother.*, 1954, 7, 107-117.

7291. Moreno, J. L., & Yablonsky, Lewis. **Progress in psychodrama.** In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 216-222.—"Because of its flexibility, psychodrama's potentialities are great. Although there are many areas of psychodramatic theory, research and practice which have been firmly established, great possibilities await the psychologist who is not afraid to try powerful new ideas for pushing forward the frontiers of the social sciences. . . . The impact of psychodrama on different types of groups needs further research." 33 references.—H. P. David.

7292. Moustakas, Clark E. **The frequency and intensity of negative attitudes expressed in play therapy: a comparison of well-adjusted and disturbed young children.** *J. genet. Psychol.*, 1955, 86, 309-325.—"A study was made of the frequency and intensity of expression of negative attitudes of nine well-adjusted and nine disturbed young children matched in various characteristics." The comparisons were based on verbatim records of play therapy interviews. While negative attitudes were expressed by both groups, the disturbed group showed greater intensity, diffusion and pervasiveness of negative attitudes.—Z. Luria.

7293. Nagelberg, Leo, & Rosenthal, Leslie. (Jewish Board of Guardians, New York.) **Validation of selection of patients for activity group therapy through the Rorschach and other tests.** *Int. J. group Psychother.*, 1955, 5, 380-391.—Describes 10 cases who were treated in activity group therapy. The patients were seriously disturbed children who did not respond to individual treatment. Analyses of group adjustment and psychological test reports were prepared independently. The authors

conclude tentatively "If a child in the borderline category presents pathology which does not cause him to be markedly or too obviously different from his peers . . . inclusion in an activity therapy group may be indicated." This study emphasizes the relevance of psychological tests for group treatment.—H. H. Strupp.

7294. Nagler, Benedict. (VA, Washington, D. C.) **Modern concepts in the treatment of psychiatric patients.** *Amer. J. occup. Ther.*, 1955, 9, 246-247.—A brief summary of some of the more important views regarding present-day treatment for the psychiatric patient.—M. A. Seidenfeld.

7295. Negrin, Juan. **Cirugía del cerebro en las enfermedades mentales.** (Brain surgery in mental diseases.) *Arch. mex. Neurol. Psiquiat.*, 1954, 2, 56-59.—The effects of intracranial electroshock therapy are discussed with special reference to cases with other types of electroshock and brain surgery. A case study is presented to demonstrate the effects of this modified form of electroshock therapy. The use of intracranial electroshock therapy is recommended before lobotomy and other forms of frontal surgery are resorted to. French summary.—J. Filella.

7296. Parsons, Earl. (Gilbert Psychiatric Hosp., Little Rock, Ark.) **Some problems encountered in the private practice of group psychotherapy.** *Int. J. group Psychother.*, 1955, 5, 422-432.—The author feels that group therapy is a definite, different, and in many ways superior method for the neurotic patient, particularly for those with superficial and situational problems. The most difficult problem is that of convincing prospective patients of the advantages of the method. Fourteen cases are briefly discussed, and attention is called to safeguards which must be observed to reduce the failure rate.—H. H. Strupp.

7297. Perl, William R. **Utilization in group therapy of disadvantages of the prevailing prison system.** *Group Psychother.*, 1954, 7, 159-166.

7298. Petrilowitsch, Nikolaus. **Über den Indikationsbereich des Preludin in der Psychiatrie und Neurologie.** (On the usefulness of Preludin in psychiatry and neurology.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 303-307.—Preludin (2-phenyl-3-methyl-tetrahydro-1, 4-oxazin) is considered useful in acute and mild depressive reactions. Addictive danger contraindicates it in psychasthenic patients. In suitable cases, Preludin may assist in the differential diagnosis. It is indicated in narcolepsy, encephalopathy and parkinsonism. Appetite is depressed in obesity due to central nervous system disorder.—C. T. Bever.

7299. Pippard, John. (Claybury Hosp., Woodford Bridge, Essex, Eng.) **Personality changes after rostral leucotomy: a comparison with standard prefrontal leucotomy.** *J. ment. Sci.*, 1955, 101, 774-787.—Exclusion of organics, schizophrenics and paranoid states in the present series of followups suggests that the rostral operations should replace the standard. Personality deficits were negligible in 95%, religious attitudes were relatively unaffected, work adjustment and personality change were closely related to symptomatic relief.—W. L. Wilkins.

7300. Pippard, John. (Claybury Hosp., Woodford Bridge, Essex, Eng.) **Rostral leucotomy: a report on 240 cases personally followed up after 1½ to 5**

years. *J. ment. Sci.*, 1955, 101, 756-773.—Personal interview of 175 patients in their homes and 35 in hospitals (with 17 not found and 13 deceased) all of whom were operated by Mr. Wylie McKissock, using rating scales for symptoms, personality deficit, enjoyment of life, work adjustment, community liability, and home adjustment. Both B type and G type operations gave worthwhile results in two-thirds of the cases of affective disorder and psychoneuroses, but G seems more likely to produce marked intellectual deficits. It is stressed that social and environmental factors may be crucial in the success of the operation and that not only the severity of the symptoms but the personality of the patient must be considered. 31 references.—*W. L. Wilkins.*

7301. Pippard, John. (Claybury Hosp., Woodford Bridge, Essex, Eng.) Second leucotomies. *J. ment. Sci.*, 1955, 101, 788-793.—Results of 27 cases are described. Of 19 cases with bilateral standard operation as a second attempt only 3 had good results. Failure of rostral operation in a neurotic should indicate that surgery is not the proper treatment.—*W. L. Wilkins.*

7302. Plätzer, Oskar. Das Biodrama als Hilfsmittel zur Umstrukturierung entwicklungsgestörter Kinder. (Biodrama as an aid in re-education of children with disturbed development.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4(5-6), 127-131.—Biodrama is defined as a form of group- and play-therapy which depends, to a large extent, on the child's own inner resources in aiding his recovery from emotional disturbance. Four consecutive phases of therapy are distinguished, during which the child becomes first identified with, and finally differentiated from the group. Biodrama was also used effectively with stutterers without organic pathology.—*E. Schwerin.*

7303. Podolsky, Edward. Music therapy. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 197-201.—"The use of music as a therapeutic procedure in emotional and mental disorders began many hundreds of years ago. . . . At the present time music therapy is far from a universally accepted mode of treatment. It is still in its infancy and the experimental stage. Currently music is being evaluated in various mental hospitals and psychological laboratories not only in the United States but in other countries as well. There is still a great deal to be done before music as therapy can be established on firm ground." 7 references.—*H. P. David.*

7304. Rees, T. P., & Glatt, M. M. Mental hospitals. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 17-39.—Traces the introduction of group psychotherapy to mental hospitals, and describes the regime followed at Warlingham Park Hospital (England). The aim is to keep the patients in a social pattern and to teach them the art of living, with themselves and others. This is accomplished by getting patients to participate as fully as possible in group and hospital affairs. The organization and work of various types of groups, both for in- and out-patients, are discussed, and selected case material presented. 72 references.—*H. H. Strupp.*

7305. Rodrigué, Emilio. Bion y la psioterapia de grupo. (Bion and group psychotherapy.) *Acta neuropsiquiátr.*, 1954, 1, 108-113.—In a brief

critique of Bion's method and theory, Rodrigué discusses the implications of his discovery of the psychological totality of the group. The communal expressions of the group are considered to be a medium for therapeutic interpretation.—*L. G. Datta.*

7306. Rosenthal, David. (Johns Hopkins U., Baltimore, Md.) Changes in some moral values following psychotherapy. *J. consult. Psychol.*, 1955, 19, 431-436.—"Twelve patients at the Henry Phipps Psychiatric Clinic were given a battery of four tests before and after psychotherapy. Their therapists were given two of these tests. Patients who improved tended to revise certain of their moral values in the direction of their therapists', while the moral values of patients who were unimproved tended to become less like their therapists'. This was not found in the case of values such as those of the Allport-Vernon-Lindzey scale."—*A. J. Bachrach.*

7307. Rotherberg, Simon. Brief psychodynamically oriented therapy. *Psychosom. Med.*, 1955, 17, 455-457.—3 case reports are given to illustrate the author's "incisive and 'surprise-type' of brief interpretation of the unconscious meaning and purpose of the emergent symptoms." This method is recommended only in severe psychosomatic disorders complicating organic ailments.—*L. A. Pennington.*

7308. Ruesch, Jurgen. Nonverbal language and therapy. *Psychiatry*, 1955, 18, 323-330.—Psychiatry can develop more effective methods of therapy with the realization that sign behavior, language, and communication are disturbed in mental disease. The more severe illnesses are associated with disturbances of sign behavior, the less severe with those of verbal behavior. Verbal and nonverbal codifications are compared and differentiated. The shift from nonverbal to verbal language is described and related to the communication problems in psychotherapy. The psychiatrist uses verbal and nonverbal language to help his patients overcome isolation.—*C. T. Bever.*

7309. Scheidlinger, Saul, & Freeman, Henry. (Community Service Society, New York.) Family services. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 233-245.—Group psychotherapy is a new development in the family service field and has been enhanced as a result of the increasing emphasis on personality pathology by family agencies. Family conflicts of various kinds can be corrected through the supportive elements present in group experience. Several pioneer projects as well as current programs are discussed. 23 references.—*H. H. Strupp.*

7310. Seeman, Julius. Client-centered therapy. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 98-113.—"This chapter will review the developments in client-centered therapy during the past few years. The topics considered most pertinent deal with (1) personality theory, (2) applications of the theory, (3) conceptualizations of the therapeutic process, (4) research, and (5) future trends." 17 references.—*H. P. David.*

7311. Silverberg, William V. Acting out versus insight: A problem in psychoanalytic technique. *Psychoanal. Quart.*, 1955, 24, 527-544.—It is pointed out that insight is sometimes unconsciously viewed as a disciplinary measure of the therapist which appears to relate to childhood experiences of being rea-

soned with by a parent in order to enforce compliance with some wish or precept of the parent. Knowledge of this may be a useful adjunct in the analytic therapy of many cases.—L. N. Solomon.

7312. Simmel, Marianne L. Psychological findings after temporal lobectomy in man. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 568-570.—Abstract and discussion.

7313. Sivadon, P. Principes généraux de thérapie par le travail. (General principles of work therapy.) *Hyg. ment.*, 1955, 44, 54-65.—The author's work therapy program at the Ville-Evrard hospital is described. Some important effects of work therapy seem to be establishment of closer relations with the environment, development of a social sense, substitution of autonomous for dependent attitudes and growth of creativity.—A. L. Benton.

7314. Slavson, S. R. (Ed.) *The fields of group psychotherapy*. New York: International Universities Press, 1956. xiii, 338 p. \$6.00.—This volume is an extension of Slavson's "The practice of group therapy," published in 1947, (see 22: 4459), and attempts to reflect developments and further applications. Individual chapters are abstracted separately.—H. H. Strupp.

7315. Slavson, S. R. The nature and treatment of acting out in group psychotherapy. *Int. J. group Psychother.*, 1956, 6, 3-27.—Rather than to prohibit acting out, the therapist must attempt to turn it to therapeutic advantage. Acting out by adults is a symptom of regression. Here, the author distinguishes between therapeutic, pathologic, parathologic, and induced regression. Acting out may serve as release, abreaction, resistance, reaction to fear, provocation, striving for status, etc. Further distinctions are made relative to the "categories" of acting out; the phenomenology is completed with a consideration of the therapist's role.—H. H. Strupp.

7316. Slavson, S. R. A preliminary note on the relation of psychodrama and group psychotherapy. *Int. J. group Psychother.*, 1955, 5, 361-366.—The idea of the *Stegreiftheater* (spontaneity theater) was first propounded in 1915 by Dr. Karl Joergensen of Sweden and subsequently transplanted to the United States by Dr. Jacob Moreno. Slavson notes a recent trend in the field of psychodrama away from histrionics and a return to simplification, which was Joergensen's original idea. This technique is said to be closer to analytic group psychotherapy as conducted with adult patients throughout the world. Psychodrama is neither necessary nor desirable with neurotics; it is effective with some psychotics. With the first group of patients, self-exploration is the most useful technique.—H. H. Strupp.

7317. Slavson, S. R. Symptom versus syndrome in group psychotherapy. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 3-16.—In this introductory chapter Slavson emphasizes the theory and functions of analytic group psychotherapy. Severe personality disorders are best treated by individual psychotherapy, preferably by psychoanalysis; group psychotherapy, however, is useful for producing personality changes without radically changing the individual's intrapsychic structure. While based on psychoanalytic principles, group psychotherapy requires considerable modifications of psycho-

analytic practice. The principle of grouping patients by syndrome similarity is exemplified in the contributions brought together in this volume.—H. H. Strupp.

7318. Symonds, Percival M. *Dynamics of psychotherapy: the psychology of personality change. Volume I. Principles*. New York: Grune & Stratton, 1956. xi, 211 p. \$5.50.—The author surveys the problems of psychotherapy from a broad, eclectic point of view while at the same time developing certain integrating principles of the therapeutic process. Abreaction is considered the principal dynamic factor in therapy. Among the major topics treated in this book, the first of a 3-volume work on the principles, process, and procedure of psychotherapy, are: the process of psychotherapy, indications for counseling, indications and contraindications for psychotherapy, nature and dynamics of psychoneuroses, predisposing and precipitating factors, spontaneous recovery from psychoneurosis, goals of psychotherapy, and theoretical issues. Selected and annotated. 251-item bibliography.—A. R. Jensen.

7319. Van Meel, J. M. De betekenis van het begrip "ambiguitet" voor de theorie van het psychotherapeutisch handelen. (The meaning of the concept of ambiguity for the theory of psychotherapeutic action.) *Ned. Tijdschr. Psychol.*, 1955, 10, 538-551.—A theoretical study of the concept of "ambiguity" applied to the relationship of man towards his body, his past, and his actions. Neurosis is characterized by a loss of this ambiguity, which eventually results in a loss of existential freedom.—R. H. Howwink.

7320. Wenkart, Antonio. Self-acceptance. *Amer. J. Psychoanal.*, 1955, 15, 135-143.—Self-acceptance is affirmation of oneself and life. It is necessary to accept oneself with shortcomings and mistakes because these are human, the criteria for evaluation are not always valid, and we are conditioned by inner and outer circumstances and have not the freedom of choice at the time of erring. In psychoanalysis self-acceptance with conflicts and through conflicts can abbreviate therapeutic efforts and lessen the pain of the struggle. It finally helps to assume the responsibility of creating one's self.—D. Prager.

7321. Whitehorn, John C. Understanding psychotherapy. *Amer. J. Psychiat.*, 1955, 121, 328-333.—The author's purpose is "to examine ways of understanding and ways of misunderstanding psychotherapy without attempting to establish a sharp distinction between the two but recognizing instead that all efforts at understanding, by patient and doctor alike, are obscured in some measure by the imperfections of our knowledge and the superfluity of our prejudiced opinions."—N. H. Pronko.

7322. Woltmann, A. G. Play therapy and related techniques. In Brouer, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 180-196.—"A review of the recent literature on play shows a lack of differentiation between play activity in general and play therapy specifically. An attempt is made here to discuss recent advances in this field from the point of view of general activities, and the specific application of therapeutic methods to play activity. A survey of the literature also reveals that . . . very little is reported in terms of new thoughts,

ideas and methods. In contrast . . . to Volume I . . . more attention has been given to the inclusion of relevant European and South American contributions." 70 references.—H. P. David.

7323. Wool, Max L., Kanter, Stanley S., & Gray, William. (*Beth Israel Hosp., Boston, Mass.*) Group psychotherapy in preventive psychiatry: a preliminary report. *Int. J. group Psychother.*, 1955, 5, 404-414.—Discusses problems in connection with group therapy in a general hospital setting with special reference to obesity, aging, "displaced persons," and reactions to pregnancy. The common factor in all the groups is that the patients have been undergoing some form of prolonged stress. The treatment process and referrals are aided by a greater understanding on the part of nonpsychiatric hospital staff members. The need for more rigorous research is also stressed.—H. H. Strupp.

7324. Zeichner, Abraham M. (*Connecticut State Hosp., Middletown.*), Holzberg, Jules D., & Yerbury, Edgar C. Psychological services for chronic mental patients in state and VA hospitals. *Amer. J. Psychiat.*, 1955, 112, 430-435.—A questionnaire study reports the use and variety of psychological services utilized in state and VA hospitals in the hope of furnishing a guide to the further development of such services.—N. H. Pronko.

(See also abstracts 6999, 7084, 7491, 7516, 7579, 7639)

CHILD GUIDANCE

7325. Alpert, Augusta. (*Council Child Development Center, New York.*) The treatment of emotionally disturbed children in a therapeutic nursery. *Amer. J. Orthopsychiat.*, 1955, 25, 826-834.—At the Council Child Development Center thirty children attend the nursery where therapy and education are blended in accordance with the needs of the children. Teacher-child relationship is the core of therapeutic education. Through such techniques as guided regression, persistent stimulation, dosing and structuring of new experiences, children are led to healthier levels of functioning. In the discussion Millie Almy remarks that this paper contains implications for nursery education as it goes on in private schools and child care centers.—R. A. Perl.

7326. Barbour, R. F., & Beedell, C. J. (*Bristol Child Guid. Clin., Eng.*) The follow-up of a child guidance clinic population. *J. ment. Sci.*, 1955, 101, 794-809.—Random samples of cases difficult to trace were added to insure validity of results. Direct evidence of effects of treatment was not clear, but trends suggest that difficult birth predisposes to difficult feeding and toilet training. Girls were older on referral and not such difficult cases.—W. L. Wilkins.

7327. Benton, Arthur L. (*U. Iowa, Iowa City.*) Right-left discrimination and finger localization in defective children. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 583-589.—Study of the 2 functions in 110 defective children compared with the performances of normal children matched in mental age indicated: (1) inferior performances by the defective Ss; (2) no significant difference "in the incidence of poor performance" scores earned by "familial" mental defects and by those designated as "brain-injured"; (3) the 2 functions "show a small, but significant,

degree of association with each other." These and other results are discussed in relation to problems of etiology, possible use in psychodiagnostic settings, and to the literature.—L. A. Pennington.

7328. Buxbaum, Edith. (*Northwest Clinic of Psychology and Neurology, Seattle, Wash.*) The problem of separation and the feeling of identity. *Child Welfare*, 1955, 34(9), 8-15.—The author discusses the reactions of children to separation and the effects of separation on the feeling of identity: (1) various reactions to separation; (2) new attempts to relate; (3) different phases influence reactions; (4) the feeling of identity; (5) learning to be self-sufficient; (6) when a child is boarded out; (7) need time to develop; and (8) summary.—S. M. Amatora.

7329. Chance, Erika. (*Pennsylvania Hosp., Philadelphia.*) Measuring the potential interplay of forces within the family during treatment. *Child Developm.*, 1955, 26, 241-265.—"The chief goal of this study lies in exploring a quantitative method for describing the father, the mother and the child in terms of verbalizations about their experience in relation to others. . . . Incongruity with social norms" is found to be related to intrapersonal conflict. The methodology of the study is extensively discussed, and the use of Q technique and semi-structured interviews is considered valuable in such a study.—L. S. Baker.

7330. Colm, Hanna. A field-theory approach to transference and its particular application to children. *Psychiatry*, 1955, 18, 339-352.—Transference and counter-transference phenomena, characteristic in analysis of adults, have been slighted in the therapy of children. Within the approach of field theory, these phenomena can be utilized in treating defensive children, particularly in latency and adolescence. The field theory as applied to child therapy is outlined with comparison of the ideas of Anna Freud and Melanie Klein. Clinical examples illustrate the child's awareness of the adult unconscious and the positive effect of a spontaneous response from the therapist to the child's neurotic demands.—C. T. Bever.

7331. Durkin, Helen E. (*Postgraduate Institute for Psychotherapy, New York.*) Mothers. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 153-169.—The first task in group therapy with mothers is to create some motivation for therapy, and to give them some awareness of their own role in their children's problems. Then there occurs a shift from factual description of their children's behavior to the mothers' feelings about their children. As in individual psychotherapy, increased awareness of warded-off impulses, reduction of anxiety, and a new equilibrium of intrapsychic forces may be expected as the outcomes of treatment. Examples demonstrate how analysis of the unconscious relationships between mothers and their children frees the children from parental pressures and how group psychotherapy with mothers parallels the individual treatment of adult neurotics. 34 references.—H. H. Strupp.

7332. Edwards, Olivia. Socially deprived children: II. Helping their parents. *Children*, 1956, 3(1), 9-12.—Experience with children in this clinic has shown that success in treatment of cases from deprived social backgrounds often depends on the extent to which their parents can also be involved in the treatment. Throughout, the author uses examples

from the clinic records in showing how to develop insight with both parents as well as children.—S. M. Amatora.

7333. Great Britain. Ministry of Education. Committee on Maladjusted Children. Report of the . . . London, England: Her Majesty's Stationery Office, 1955. vi, 180 p. \$1.08. (Available at: British Information Services, 30 Rockefeller Plaza, New York.)—The history of England's preventive work and treatment of emotionally unstable or psychologically disturbed is reviewed, the nature of the maladjustment problems to be dealt with, and the legal authority for establishing and operating child guidance services are discussed. Dealt with also are the nature of desirable child guidance services, the several kinds of day school, residential school and after-school care, relationship with the juvenile courts, the size of the problem, the training and supply of related workers, and the general problem of prevention. 87 recommendations.—T. E. Newland.

7334. Hegg, Hans. Eltern und Erziehungsberater. (Parents and the child guidance counselor.) *Heilpädagog. Werkbl.*, 1955, 24, 209-214.—Something serious usually happens before parents are willing to seek the help of a child guidance counselor, yet much of the counselor's work should be preventive. The prejudices against consulting him are discussed. The counselor must use therapeutic means for clarifying goals and for overcoming parental resistances. Opportunities for unbundling by the parent, mutual discussions in which, however, the counselor remains the leader, good rapport and early sympathy and support are helpful. Later the parents will be more ready to accept suggestions contrary to their own liking.—D. F. Mindlin.

7335. Kahlert, Irmgard. Erziehungsschwierige Kinder in der Gemeinschaft. (Problem children in the group.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 221-226.—Some experiences of a youth group leader in working with children with behavior problems are reported. The therapeutic influence of group experiences is stressed.—E. Schwerin.

7336. Lebovici, S., & Diatkine, R. Die Bilanz der Kinder-Psychoanalyse in Frankreich. (The status of child psycho-analysis in France.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 178-187.—The contribution of psycho-analysis to child psychiatry in general, and the theory, indications, and techniques of analysis of the young child in particular, are discussed. Three groups of clinical syndromes make up the bulk of treatment cases of the authors: (1) reaction (situational) types of behavior disturbances, where the personality structure is relatively "normal," and where brief psycho-therapy without interpretation of the transference is indicated. (2) Pre-neurotic states, where psycho-analysis should be used only in selective cases. (3) Pre-psychotic (schizophrenic-like) states, where psycho-analysis is difficult but promising. 19 references.—E. Schwerin.

7337. Lippman, Hyman S. (*U. Minn., Minneapolis.*) Treatment of the child in emotional conflict. New York: McGraw-Hill Book Co., 1956. x, 298 p. \$6.00.—This book was written "to describe a point of view toward therapy rather than to present a comprehensive picture of child-guidance services." Concerning himself primarily with the child not need-

ing deep and sustained therapy, he describes briefly the patterns of therapeutic approaches available, the part to be played by the child's parents, and getting the child started in therapy. The areas of the neurotic child, the child with personality problems, the child who acts out, and of the child with a tenuous hold on reality are dealt with by means of discussions of relevant cases encountered. A discussion of the problem of prevention and one of some principles of therapy conclude the volume.—T. E. Newland.

7338. Mayer, Morris F. (Chm.) The role of residential treatment for children. Symposium, 1954. *Amer. J. Orthopsychiat.*, 1955, 25, 667-720.—This symposium discusses some of the major areas of residential treatment; namely, what type of child comes to the institution, the institutional program, and staff training in a residential treatment center. There are separate papers on criteria for agency referral of a child to a residential treatment center, When does an agency refer a child to a residential treatment center, The role of the group in residential treatment, The role of the school in residential treatment, The role of psychotherapy in residential treatment, Supervision of child care workers in a residential treatment service, and Staff development in a treatment institution.—R. E. Perl.

7339. Pfaffenberger, H., & Whilde, N. E. Die Child Guidance Clinic in England. (The child guidance clinic in England.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4(5-6), 145-149.—The historical development and present status of child guidance clinics in England in general, and that of the clinic in Sheffield in particular, is reported.—E. Schwerin.

7340. Rabinowitz, Clara. Socially deprived children: I. Therapeutic work. *Children*, 1956, 3(1), 3-8.—The author presents and analyzes a number of cases from the records of the clinic. These are not typical of the clinic population, but were selected because these children had lived under grave social and economic conditions. After pointing out the common problems involved, the author shows how the therapist handled them. These include: (1) problems of deprivation; (2) the parents; (3) modified practices; and (4) sustaining forces, goals, and chances.—S. M. Amatora.

7341. Rosenthal, Leslie. (*Jewish Board of Guardians, New York.*) Child guidance. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 215-232.—A number of different types of therapy groups are employed in child guidance clinics, including: activity group therapy, play groups, activity interview groups, transitional groups, interview groups with adolescents and parents, and guidance groups for parents. Several case histories serve to illustrate the potentialities, indications and contraindications of group psychotherapy with children. 19 references.—H. H. Strupp.

7342. Schwung, Henriette. Ausdruckstherapie mit Ausdrucksübungen für gehemmte Kinder. (Expressive therapy with expressive exercises for emotionally retarded children.) Göttingen: Verlag für Psychologie, 1956. 32 p. DM 7.90.—The author briefly discusses her theoretical rationale, terminology, and the development and application of expressive exercises. These are designed to bring shy,

withdrawn, emotionally retarded children into greater contact with their immediate environment. Detailed instructions for 5 exercises are included.—H. P. David.

7343. Shapiro, H. L. (*Amer. Museum Nat. History, New York.*) **Anthropology and adoption practice.** *Child Welfare*, 1955, 34(10), 1-4.—As psychological nuances in a child's life are increasingly explored and their significance emphasized, conscientious agencies seek to forestall any grounds for conditions of incompatibility that might provoke undesirable situations in the life of the child. The author discusses the problem of evaluating national, cultural, and racial factors for the purpose of adoptive placement: (1) cultural differences; (2) selection by race; (3) problems of inter-racial background; and (4) the genes.—S. M. Amatora.

(See also abstracts 6974, 6982, 7439, 7574)

VOCATIONAL GUIDANCE

7344. Bray, Douglas W. (*Columbia U., N. Y.*) **Vocational guidance in national manpower policy.** *Personn. Guid. J.*, 1955, 34, 194-199.—Vocational guidance is important in the solution of manpower problems.—G. S. Speer.

7345. Canter, Ralph R. (*Rand Corp., Santa Monica, Calif.*) **Intelligence and the social status of occupations.** *Personn. Guid. J.*, 1956, 34, 258-260.—Rankings of civilian occupations of Army enlisted personnel by average AGCT scores were correlated with rankings of social status of the same occupations. The data are interpreted as indicating that judges' perceptions of intelligence of personnel in occupational groups may be a dominant factor determining judgments of social status.—G. S. Speer.

7346. Clifton, Robert S. **Counseling youth for military service.** *Personn. Guid. J.*, 1955, 34, 200-203.—Military service can be expected as part of the normal citizenship pattern, and should be planned for, either in conjunction with a civilian occupational plan, or as a career in itself.—G. S. Speer.

7347. Grunes, Willa Freeman. **On perception of occupations.** *Personn. Guid. J.*, 1956, 34, 276-279.—A study of the way high school students perceive occupations indicates a job world which features 7 overlapping clusters of occupations. Some implications for vocational counseling are discussed.—G. S. Speer.

7348. Jenson, Paul G. (*Macalester Coll., St. Paul, Minn.*), & Kirchner, Wayne K. **A national answer to the question, "Do sons follow their fathers' occupations?"** *J. appl. Psychol.*, 1955, 39, 419-421.—For a sample representative of urban males over the age of 25 in six major American cities, data collected as a part of a major analysis of labor mobility in the United States revealed that "sons do tend to follow their fathers' general type of occupation. When sons do not, they generally tend to make a jump up the occupational ladder. . . ."—P. Ash.

7349. Kelleher, Roger T. (*New York U.*) **The effect of randomizing the Cleetoon Vocational Interest Inventory items.** *J. appl. Psychol.*, 1955, 39, 357.—120 male college students were given the Kuder Preference Record, followed by The Cleetoon VII. Half the group took the Cleetoon as published, the

other half took a revised form on which the items were randomized. Using the Kuder to control for initial interest, it was found that there was no differential effect attributable to the different forms of the Cleetoon.—P. Ash.

7350. Klare, G. R., Gustafson, L. M., Mabry, J. E., & Shuford, E. H. **The relationship of immediate retention of technical training material to career preferences and aptitudes.** *J. educ. Psychol.*, 1955, 46, 321-329.—Neither mechanical work preferences nor clerical work preferences showed any significant relationship to retention test scores based on a mechanical training lesson. Mechanical and clerical aptitude preferences were highly and consistently related to the retention test scores. There was a low negative relationship between preferences for mechanical work and mechanical aptitude scores. The relationship between clerical preference and clerical aptitude was low and positive.—F. Costin.

7351. Lewis, John A., Jr. **Human relations in public service.** *J. Rehabil.*, 1954, 20(5), 12-13; 18.—A discussion of human relationships as they apply in the government services with special reference to the vocational counselor. Reviewing the basic elements essential to aiding the client, the author emphasizes the importance of understanding the clients' needs as expressed through his emotional reactions and through insight into his problems. Effective staff relationships are also seen as important in supplying the counselor with a fertile ground from which the solution to his clients' problems may spring.—M. A. Seidenfeld.

7352. Machover, Karen. (*Kings County Psychiatric Hosp., N. Y.*) **The body image in art communication as seen in William Steig's drawings.** *J. proj. Tech.*, 1955, 19, 453-460.—The author makes a psychological analysis of the drawings of William Steig. "Principles of projection derived from the clinical interpretations of drawings find 'natural' and spontaneous expression in the drawings of William Steig. It may thus be that body language is an important element in the appeal exerted by all artistic productions depicting people."—A. R. Jensen.

7353. Matteson, Ross W. (*Michigan State U., E. Lansing.*) **Self-estimates of college freshmen.** *Personn. Guid. J.*, 1956, 34, 280-284.—A self-evaluation scale completed by 419 beginning college students is examined in considerable detail. It is concluded that the use of some type of simple self-rating scale at the beginning of each school year could be of considerable value to students, teachers, and counselors.—G. S. Speer.

7354. Super, Donald E. (*Teachers Coll., Columbia U., New York.*) **Dimensions and measurement of vocational maturity.** *Teach. Coll. Rec.*, 1955, 57, 151-163.—The concepts of vocational development and vocational maturity, similar to and perhaps as measurable as other developments and maturities such as the emotional, are presented. Vocational maturity dimensions and indices have been worked out in connection with the Career Pattern Study of the Horace Mann-Lincoln Institute of School Experimentation. Vocational maturity is defined, preliminary work is described, and plans for further work are revealed. 17 references.—H. K. Moore.

(See also abstracts 6513, 7546, 7635, 7792)

BEHAVIOR DEVIATIONS

7355. Arai, Kōyū, & Obonai, Torao. *Kiokusō no kasetsu IV; denki shokkuhō ni yoru kenkyū*. (A hypothesis of memory stratum IV; a study of amnesia resulting from electro-convulsive shock.) *Jap. J. Psychol.*, 1954, 25, 155-164.—24 mental patients, capable of cooperating in a test situation, were given an electro-convulsive shock. The speed of recovery in perception and recall of past events after the state of unconsciousness was measured. The reflex movement to pain stimulus was the first to recover (4.1'), followed by recognition of and response to their own names (5.6'). Past events were recovered in chronological order, the older the memory the faster the recovery. A hypothesis of "memory-stratum" is suggested. The effect of shock is strongest in the upper parts where consciousness of the present lies, and weakens towards the bottom of the stratum where self-awareness lies. In Japanese with Engl. summary, p. 219.—A. M. Niyekawa.

7356. Astrup, Christian. *Untersuchungen mit der Assoziationsmethodik über Störungen im zweiten Signalsystem bei verschiedenen psychopathologischen Zuständen (Vorläufige Mitteilung)*. (Word association studies of second signal system disturbances in various psychopathological conditions. Preliminary report.) *Psychiat. Neurol. med. Psychol.*, Leipzig, 1955, 7, 326-334.—Association tests using 50 stimulus words were given to 495 subjects. Reaction times above 2.5 seconds reflect an inhibition of the second signal system. Improvement or deterioration of associative reactions paralleled fluctuations in clinical course. Types of primitive reactions are described. The reaction times and quality of associative responses are reported for various categories of psychiatric conditions such as: 9 normals, 35 psychogenic depressives, 80 alcoholics, 28 senile psychotics, 41 manic-depressives and 97 schizophrenics. 20 references.—C. T. Bever.

7357. Bachman, John W. *The communication of mental health concepts through films. Pastoral Psychol.*, 1956, 6(60), 50-62.—There are appropriate mental health films for every group, regardless of the background of its members. Such films, by offering common experiences, opportunities for "spectator catharsis," and examples of concepts, can "make an important contribution to the communication process." TV and recordings are also discussed, and a list of films and recordings is appended.—A. Eglash.

7358. Balint, Michael. *The doctor, his patient, and the illness. Samikša*, 1955, 9, 173-195.—In respect to the drug or medicine called "the doctor," what are the indications, side effects, toxic dose, preventive dose, therapeutic dose, and maintenance dose? Knowing the answer to the above will increase therapeutic efficiency. It is speculated that psychoanalysis is about to develop a concept called "basic illness" of the biological structure of the individual involving in varying degrees both his mind and his body. Clinical illnesses are symptoms or exacerbations of this basic illness.—D. Prager.

7359. Bennett, A. E., Hargrove, Eugene A., & Engle, Bernice. *The practice of psychiatry in general hospitals*. Berkeley and Los Angeles: University of California Press, 1956. xvi, 178 p. \$4.00.—The problems of organizing and operating psychiatric

units in general hospitals are presented and discussed with particular reference to staffing, training, referral procedures, insurance policies, and special psychiatric treatments. Administration is considered by A. E. Maffly and Agnes Watty Boyle. A chapter on architecture by Allston G. Guttersten is illustrated with 2 plans for a psychiatric ward in a general hospital. The proper handling of relatives is discussed and "A Guide for the Understanding and Treatment of the Psychiatric Patient" given routinely to relatives at the Herrick Memorial Hospital is reprinted. Medico-legal aspects are presented by Douglas M. Kelley from the psychiatric, and by Thomas Hadfield from the legal viewpoint. The day hospital is described by D. Ewen Cameron.—C. T. Bever.

7360. Bergeron, M., & Benoit, J. C. *Biotypologie et psychiatrie*. (Biotypology and psychiatry.) *Evolut. psychiat.*, 1954, 3, 341-375.—Typology is traced from the Elysian Rites of ancient Greece, through the influence of Greek philosophers, and in the medical applications of Hippocrates and Renaissance physicians. Relationships are noted between biotypology and: psychopathology, psychology, development in infancy and adolescence, and environmental influences. 20 references.—L. A. Ostlund.

7361. Buck, Carol (346 South St., London, Ont., Can.), Wanklin, J. M., & Hobbs, G. E. *An analysis of regional differences in mental illness. J. nerv. ment. Dis.*, 1955, 122, 73-79.—14 counties of Western Ontario representing a wide variety of social, economic and other conditions were studied as to the relationship between these conditions and county rates of first admission. Rural-urban and other differences are discussed and interpreted.—N. H. Pronko.

7362. Buck, Carol (U. Western Ontario, London, Can.), Wanklin, J. M., & Hobbs, G. E. *A symptom analysis of rural-urban differences in first admission rates. J. nerv. ment. Dis.*, 1955, 122, 80-82.—A comparison of rural and urban first admission patients reported in a previous study (see 30: 7361), was analyzed as to a possible differential symptom rate as a test of the hypothesis that an urban excess should be predominantly in the rate for cases whose symptoms are sufficiently tolerable socially that care outside of a hospital would be possible. The hypothesis was substantiated.—N. H. Pronko.

7363. Corman, Louis. *La morpho-psychologie en psychiatrie*. (Morpho-psychology in psychiatry.) *Evolut. psychiat.*, 1954, 3, 433-454.—Four fundamental postulates form the basis for all biotypical studies: (1) All men are different; (2) Various types are inherent within the constitution of the organism; (3) Psychophysical interaction is constant; (4) The psychosomatic constitution expresses itself in a particular body structure. The concept of physiognomic types is delineated along a bipolar dimension entitled "dilaté"—"retracté." The former is characterized by expansiveness, extraversion, and facile adaptation to the milieu. The retracté, however, is defensive, conservative, introverted, and does not adapt. Suggestions are offered concerning the use of this concept in the diagnosis of psychosis, particularly the alcoholic and the melancholic.—L. A. Ostlund.

7364. Curran, Desmond, & Partridge, Maurice. *Psychological medicine; a short introduction to psychiatry*. (4th ed.) Edinburgh: E. & S. Living-

stone, 1955. (Baltimore, Md.: Williams & Wilkins.) viii, 407 p. \$5.00.—The junior author has rewritten much of the text (see 21: 1851), which has been expanded in view of recent advances. The section on war-time psychiatry has been omitted. Further details on certain specialized forms of treatment have been included as in chapters on schizophrenia and alcoholism. The bibliography contains a selection of 37 tests useful to the student.—A. J. Spross.

7365. Delgado, Honorio. *Impresiones acerca de la psiquiatria en los Estados Unidos*. (Impressions of psychiatry in the United States.) *Rev. Neuro-Psiquiat.*, Lima, 1955, 18, 151-167.—American psychiatry is characterized by the author as individualistic, dynamic, pragmatic, and environmentalistic. Psychoanalytical theory in America is undergoing fundamental changes and is now in a state of confusion. English, French and German summaries.—R. M. Frumkin.

7366. Despert, J. Louis. (New York Hosp.) *Differential diagnosis between obsessive-compulsive neurosis and schizophrenia in children*. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 240-253.—In a series of 401 cases, 68 (52 boys and 16 girls) were diagnosed obsessive-compulsive, these including six pairs of children from the same family. Four such cases are compared with two schizophrenics. Ego function in the neurosis is not damaged but in schizophrenia is shattered. The anxiety in the neurosis arises from different sources at different stages of psychosexual development.—W. L. Wilkins.

7367. Eysenck, H. J. *Abord statistique et experimental du problème typologique dans la personnalité neurotique, psychotique et normale*. (Statistical and experimental approaches to the problem of topology in the neurotic, psychotic, and normal personality.) *Evolut. psychiat.*, 1954, 3, 377-403.—Included is a lucid resumé of principles which have proved fruitful in contemporary typological research. Experimental studies of the following dimensions are cited: perseverance, verbal capacity, introversion-extroversion, neuroticism-normality, and conditioning-extinction. The rapprochement between personality, typology and learning theories is emphasized. The need is to integrate specific and general approaches. The most heuristic approach is a hypothetico-deductive methodology which involves a multidimensional procedure based upon experimental evidence and factor analysis. 34-item bibliography.—L. A. Ostlund.

7368. Farrell, Malcolm J. (Walter E. Fernald State Sch., Waverley, Mass.), & Forsley, Eli. *Enhancing patients adjustment by means of group sessions with attendants*. *Amer. J. ment. Defic.*, 1956, 60, 603-607.—An analysis is presented of an experimental attempt to modify attitudes by means of group sessions with attendants over a ten-week period. These sessions seemed to be of considerable value in improving the relationships between the patients and the attendants. Patient behavior was improved. The authors also observe that the group sessions served as a kind of orientation for the attendants in the residential training school.—V. M. Staudt.

7369. Harman, Everett R. *Function of a chaplain in a mental hospital*. *Psychiat. Quart. Suppl.*, 1955, 29, 71-80.—To promote deliberately unselfish motivations in pts., to build the pt's faith in himself

and others, and to help the patient willingly adjust to himself and to his surroundings and general environment.—D. Prager.

7370. Janse de Jonge, A. L., & Marsman, W. *Dualiteitsverschijnselen*. (Duality phenomena.) *Ned. Tijdschr. Psychol.*, 1956, 11, 10-53.—A theoretical discussion of duality phenomena on the basis of a historical survey and a phenomenological analysis. As examples, the clinical and psychological phenomena of the "double" and phantom experience are discussed. Furthermore, the experience of the mirror image and the body scheme is analysed. It is concluded that "duality is a fundamental phenomenon in human life, which has a central place in primitive religion as well as in psychopathology and in anthropology."—R. H. Houwink.

7371. Kretschmer, Wolfgang, Jr. *La signification de la constitution dans les troubles psychiques*. (The importance of the constitution in psychic disorders.) *Evolut. psychiat.*, 1954, 3, 409-419.—Certain types are characterized, such as leptosomes, etc., and full rationales are given. Attention is called to the need for further research which will correlate dimensions of physique with mental disorders and lead to laws of psychophysical interaction. The influence of constitution cannot be underestimated, for in many cases, the use of hormones or other treatments have proved fruitless. Moreover, typology seems a promising approach to other psychic phenomena, since it has proved valuable in psychiatric diagnosis and prognosis. While it is recognized that constitution is just one aspect, along with psychological motivation and environmental influences, it forms the triumvirate which governs human behavior.—L. A. Ostlund.

7372. Leighton, Alexander H. *Psychiatric disorder and social environment*. *Psychiatry*, 1955, 18, 367-383.—The Stirling County Study aims to explore the relation between psychiatric disorder and environment in order to evaluate the proposition that social and cultural factors have causal effects. According to the basic assumption man strives in 10 essential patterns; interference with these produces psychiatric disorder. Human societies also constantly strive to perform the functions of satisfying needs by means of organization. An appendix summarizes the major assumptions upon which the study's frame of reference is based.—C. T. Bever.

7373. Lovett Doust, J. W. *The capillary system in patients with psychiatric disorders: diminished capillary resistance as shown by the Göthlin positive pressure test*. *J. clin. exp. Psychopath.*, 1955, 16, 272-280.—A sample of 120 healthy normals and 145 healthy psychiatric patients was tested to study the capillary resistance. The effect of diagnostic group, age, sex, diet, and way of life was studied. All ancillary factors were found subservient to psychiatric diagnosis in determining relative capillary fragility threshold. The mean number of petechiae was significantly greater for mental patients, and maximal in affective disorder, schizophrenia, and epilepsy. 32-item bibliography. French and Spanish summaries.—S. Kastruck.

7374. Malzberg, Benjamin. (N. Y. State Dept. of Mental Hygiene, Albany.) *Mental disease among the native and foreign born white population of New York State, 1939-1941*. *Ment. Hyg., N. Y.*,

1955, 39, 545-563.—A report on the "differential rates of mental disease among the native white and foreign born populations in New York State," during the three successive fiscal years which ended June 30, 1941. Malzberg concludes from his data that "differences in rates appear to be a matter not of race, but of certain environmental forces which weigh more heavily upon the foreign-born forces which are related to the processes of economic and social adjustment." The statistics on the dementia praecox among the foreign-born are suggestive of some fundamental differences from native-born but even these differences are better explained as the resultant of individual and social factors rather than upon racial characteristics.—M. A. Seidenfeld.

7375. Merivale, W. H. H., & Hunter, Richard A. (Guy's Hosp. Med. School, London, Eng.) A note on urinary copper-reducing steroid excretion in patients with psychiatric disorders. *J. ment. Sci.*, 1955, 101, 890-892.—As 8 of 21 patients, especially those with greater clinical evidence of anxiety, showed the increased urinary copper-reducing steroid, it is reasoned that emotional factors may seriously affect values obtained in such estimations.—W. L. Wilkins.

7376. Mette, A. Schillers Krankenbericht aus dem Jahre 1780 und seine theoretischen Grundlagen. (Case record by Schiller of the year 1780 and its theoretical basis.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 276-280.—The report on the psychiatric illness of his fellow student, Eleven Grammont, by the 21-year-old Schiller when studied in connection with his contemporaneous physiological writings, suggests similarity between some of his conceptions with the results of modern neurophysiologic investigation.—C. T. Bever.

7377. Popov, E. A. Rol' iavlenii tormozheniia v klinike psikhicheskikh zabolevanii. (Role of inhibitory phenomena in the clinics of mental diseases.) *Zh. vyssh. nervn. Deiatel'*, 1955, 5(3), 329-335.—A theoretical discussion of the possibilities of the Pavlovian inhibitory concept in the clinics of mental diseases.—I. D. London.

7378. Rettig, Salomon. An exploratory study of social responsibility in attendant employees. *Amer. J. ment. Defic.*, 1956, 60, 446-450.—"The specific purpose of this investigation was to design a set of 'forced-choice' questions dealing with attendant-patient problems which would differentiate between socially responsible and irresponsible attendants so that this set of questions could be used in the hiring of new employees." Results from preliminary study indicated that the socially responsible attendant is about 45 years old, "and is characterized by two tendencies, that of warmth, kindness, and permissiveness, as well as that of authoritativeness, objectivity, and definiteness of action. The point of balance between these two tendencies cannot be determined on the basis of this investigation, but the results do indicate that the second tendency seems to be the stronger one."—V. M. Staudt.

7379. Rioch, David McK. (Walter Reed Army Med. Center, Washington, D. C.) Problems of preventive psychiatry in war. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 146-165.—During the Korean war studies of acute situational stress were possible. This stress is

characterized by massive sensory input; sudden, unpredictable, drastic change; lack of time in the rapid progress of events; and impossibility of immediate control of adverse forces. Reorganization of personality on a simpler, more stereotyped pattern results. Defense against the psychological strain of isolation demands group organization with sight or voice contact. Sense of belonging to a unit is necessary. The function of psychiatry in bringing about good morale is discussed.—W. L. Wilkins.

7380. Rioch, David McK. Psychiatry as a biological science. *Psychiatry*, 1955, 18, 313-321.—Psychiatry as therapy has developed rapidly with a simultaneous lag in research techniques. The science of psychiatry faces problems of a quantitatively different order of magnitude from other fields particularly in the training of investigators. As a biological science, separate aspects of processes and their eventual integration into a whole must be defined. Some dependable form of interdisciplinary communication for the exchange of data must be developed, though of equal importance is that each discipline develop its own concepts and avoid the dangers of ritualization of methods and concepts.—C. T. Bever.

7381. Rowell, John T. (Milledgeville State Hosp., Ga.) An approach to the treatment of massive mental hospital populations. *Ment. Hyg., N. Y.*, 1955, 39, 622-630.—This paper discusses an "activation program" at Milledgeville State Hospital with over 11,000 patients. The present study was undertaken in an effort to find means by which patient morale and the general adjustment level could be elevated. One ward was selected for experimental study and another as the control, both wards housing patients with the poorest prognoses in the hospital and each filled to 65% over normal capacity. The activation program, including patient interviews to determine therapeutic potentialities, music therapy, motion pictures, additional occupational therapy, and some additions to psychotherapy, was introduced to the experimental ward. The results at the end of six months appeared favorable with general improvement of morale and considerable benefit to some individual patients observed.—M. A. Seidenfeld.

7382. Schwartz, Morris S., & Shockley, Emmy L. *The nurse and the mental patient*. New York: Russell Sage Foundation, 1956. 289 p. \$3.50.—Prefaced by Walter E. Barton, Superintendent, Boston State Hospital, and by Esther Lucile Brown, this volume is designed to help nursing personnel understand and deal with many daily work problems in the mental hospital. Part I deals with selected situations presented by assaultive, demanding, withdrawn, incontinent, sexually acting out, suicidal and extremely anxious patients; the nurse's and the patient's part is described and discussed. Part II offers a general approach to how the nurse might develop a better understanding of the patient and more appropriate behavior with him. A continuous process of observing, appraising, altering the patient-nurse relationship, and of re-evaluating the effects of therapeutically intended interventions is recommended.—C. T. Bever.

7383. Schwarz, Marvin J., & Wiesbauer, Henry H. (Westboro State Hosp., Mass.) People: patients, psychiatrists and parsons. *Ment. Hyg., N. Y.*, 1955, 39, 598-607.—The role of the chaplain is considered of "tremendous potential value" in the

mental hospital. However, to realize these values, a great deal of background beyond the "clinical pastoral training" is required; "far more intensive than any with which we are now familiar."—*M. A. Seidenfeld.*

7384. Sullivan, Harry Stack. *Clinical studies in psychiatry.* New York: W. W. Norton, 1956. xiv, 386 p. \$5.50.—Based upon posthumously edited 1943 lectures, the volume attempts to present a "theoretical statement of the genesis of mental disorder." "Most of the dynamisms discussed in this book are concerned with the maintenance of security, in contrast to the pursuit of satisfactions. Among those selected for inclusion are the process of selective inattention, the obsessional dynamism, the development of the paranoid way of thinking, and the phenomena pertaining to dissociation." Also explored are grief, schizophrenic modes of thinking, and psychotherapy. There are numerous editorial cross references to previous works.—*H. P. David.*

7385. Tarjan, George (*Pacific State Hosp., Spadra, Calif.*), Shotwell, Anna M., & Dingman, H. F. A screening test for psychiatric technicians: continuation report on the work assignment aid, validation studies at various hospitals. *Amer. J. ment. Defic.*, 1956, 60, 458-462.—A test for the selection of psychiatric technicians was prepared and validated against supervisory ratings in seven institutions. The authors report the following results: (1) "The success of the test was dependent upon the existence of unified and reliable standards for job success as expressed in supervisory ratings. (2) The test proved a failure in the various institutions. (3) A marked inconsistency in supervisory ratings was found among the hospitals. (4) The technician considered successful by supervisory standards is different from the conceptualized ideal of non-nursing professional people. (5) Good technicians for years to come will have to represent a composite of supervisory and professional standards. (6) Future research should concern itself with the establishment of better criteria of job success."—*V. M. Staudt.*

7386. Weinberg, Henry, & Hire, A. William. (*Boston U., Mass.*) *Case book in abnormal psychology.* New York: Knopf, 1956. viii, 320 p. \$4.00.—A collection of 20 detailed individual cases, covering the major areas of psychological deviation. Except for brief introductory remarks, and a specific labeling of each case, each study is presented without interpretation. In this way the authors hope the book can be used for any theoretical orientation and for varying depths of analysis.—*F. Costin.*

7387. Wu Chen-i. *Über die Arbeit auf dem Gebiet der Psychiatrie und Neurologie in der Volksrepublik China.* (On the work in the field of psychiatry and neurology in the People's Republic of China.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 280-281.—Psychiatry and neurology, previously the weakest specialties in Chinese medicine, are being developed on the basis of the theory and ideology of Pavlov's teaching.—*C. T. Bever.*

7388. Zubiani, A., & de Maio, D. La vitamina B₁₂ in neurologia e psichiatria. (Vitamin B₁₂ in neurology and psychiatry.) *Neurone*, 1955, 3, 57-80.—The use of vitamin B₁₂ in neurology and psychiatry, as reflected in recent literature, and as administered by the authors themselves to various cases

under their treatment, is presented. The results confirm those given in the literature, and show positive results in the affections of the nervous structures (central, and especially peripheral), in Parkinsonian syndromes, and neuropsychasthenias with sexual basis; also in alcoholic psychosis. Good effects are also observed in organic psychosis (presenile and senile forms), and in certain schizophrenic symptoms (when B₁₂ is associated with "dinitrilsuccinic"). 53-item bibliography. French summary.—*A. Manoil.*

(See also abstract 6462)

MENTAL DEFICIENCY

7389. Abraham, Willard. (*Arizona State Coll., Tempe.*) *A guide for the study of exceptional children.* Boston, Mass.: Porter Sargent, 1956. xii, 276 p.—This guide is aimed toward helping in the structuring of a workshop. Possible content outlines, representative information-collecting forms, specific topics for study in the several areas of exceptionality, and a listing of references, resources, and aids are provided.—*T. E. Newland.*

7390. Begab, Michael J. Factors in counselling parents of retarded children. *Amer. J. ment. Defic.*, 1956, 60, 515-524.—Factors which influence counselling of parents of retarded children are described, among them factors related to the environment, social attitudes, factors related to the child, and factors related to the parents.—*V. M. Staudt.*

7391. Benda, Clemens E., & Farrell, Malcolm J. (*Fernald State Sch., Waverly, Mass.*) *Psychopathology of mental deficiency in children.* In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 56-81.—Severe and moderate forms of mental deficiency are due to factors operating prenatally, paranatally, or postnatally. Autopsies on 258 show 35% prenatally caused; 24% paranatal cerebral palsies; 15% oligoencephaly. Study of outpatient records shows that 2.8% of cases were caused by encephalitis or meningitis and for 62 cases IQs and MAs are given. Metabolic disorders are reviewed. 24 references.—*W. L. Wilkins.*

7392. Bobroff, Allen. (*Detroit (Mich.) Public Schs.*) *Economic adjustment of 121 adults, formerly students in classes for mental retardates.* *Amer. J. ment. Defic.*, 1956, 60, 525-535.—An account is given "regarding the level of economic functioning of 121 former students in the classes for the mentally retarded in the Detroit Public Schools twelve years after they terminated their education. These individuals were not committed to institutions in childhood because their portfolios of tests and observations indicated that they were educable and capable of a sufficient degree of social competence. Consequently they were placed in special classes within the public school system." The author found that very few of his subjects failed to meet the criteria of self-sufficiency (in periods of full employment) and responsibility. Most were found to be functioning "considerably above minimal levels of acceptability."—*V. M. Staudt.*

7393. Bostock, Norma L. How can parents and professionals coordinate for the betterment of all retarded children? *Amer. J. ment. Defic.*, 1956, 60, 428-432.—The author describes the reactions of parents to mental retardation in their children, the pro-

gram of the state of Illinois toward promoting greater understanding of mental retardation, and lastly the need for effective cooperation between parents and professionals in the interest of the mentally retarded.—V. M. Staudt.

7394. Dennis, W. Moffat. (Sonoma State Hosp., Eldridge, Calif.) A philosophy of discipline derived from a treatment program for mentally retarded adolescents. *Amer. J. ment. Defic.*, 1956, 60, 423-427.—"Some of the major observations and conclusions that developed in a clinical setting pertaining to the problem of discipline" are described by a chaplain at the Sonoma State Hospital in California.—V. M. Staudt.

7395. Ewing, John A. (U. No. Carolina, Chapel Hill.) The association of oligophrenia and dyskeratoses: a clinical investigation and an inquiry into its implications. III. The syndrome of Rud. *Amer. J. ment. Defic.*, 1956, 60, 575-581.—Five cases are described of patients suffering from the syndrome of Rud in which the main symptoms are oligophrenia, epilepsy, and ichthyosis. A review of the literature on the syndrome is also presented.—V. N. Staudt.

7396. Goldberg, I. Ignacy. (Muscatatuck State Sch., Butlerville, Ind.) "New look" in the concept of the rehabilitation of the mentally retarded in a state institution. *Amer. J. ment. Defic.*, 1956, 60, 467-469.—A summary is presented of the new concept of rehabilitation of the mentally retarded at the Muscatatuck State School in Butlerville, Indiana. The new concept includes the following: (1) "Exclusion of isolated departments and services working autonomously on single aspects of a patient's needs." (2) "Abolishing the idea that one service is major and the rest merely auxiliary." (3) "Abandonment of 'catch-as-catch-can' methods of working with patients." (4) "Introducing an interdisciplinary team approach toward a planned long ranged program."—V. M. Staudt.

7397. Grewel, F. Neuro-psychologisch onderzoek bij oligophrenie. (Neuro-psychological examination in oligophrenia.) *Ned. Tijdschr. Psychol.*, 1955, 10, 403-414.—A short survey of the history of the diagnosis of mental debility and of various forms of debility which can be distinguished is concluded by a plea for a close cooperation of neurologist and psychologist in the study of these phenomena. 30 references.—R. H. Houwink.

7398. Grewel, F., & Van Schravendijk-Lambert, E. Neuro-psychologisch onderzoek bij oligophrenie. II. (Neuro-psychological examination in oligophrenia. II.) *Ned. Tijdschr. Psychol.*, 1955, 10, 501-509.—A continued report (see 30: 7397), on an investigation of the correlation between physical characteristics and psychological traits in groups of mental defectives. Various problems are discussed and directives for further research are presented.—R. H. Houwink.

7399. Jacob, Walter. (Training Sch., Vineland, N. J.) Some problems and possibilities with mental retardates. *Train. Sch. Bull.*, 1955, 52, 163-165.—Identification leads to diagnosis and then to prognosis, which is the best professional guess of a child's future performance. Many children have multiple handicaps and for those with brain damage it is difficult to predict specific areas of competence or the

lack of it. Social growth is important and family relations must be studied.—W. L. Wilkins.

7400. Kaplan, B. J. Mongolism in the Bantu, including a case report. *S. African med. J.*, 1955, 29, 1041-1043.—"A case of mongolian idiocy in a Bantu child is described. The rarity of this condition in the South African native is emphasized and reasons are discussed. The literature in this connection is reviewed. This rarity is probably not accounted for by a high mortality rate. Racial, environmental, and dietetic factors in the aetiology of mongolism cannot yet be considered to have been excluded."—(Courtesy of *Rehabilit. Lit.*)

7401. Lilienfeld, A. M., & Pasamanick, B. The association of maternal and fetal factors with the development of mental deficiency. II. Relationship of maternal age, birth order, previous reproductive loss and degree of mental deficiency. *Amer. J. ment. Defic.*, 1956, 60, 557-569.—"The birth certificates and hospital records of mentally defective children born in Baltimore between 1935 and 1952 showed significantly more abnormalities during pregnancy, delivery and in the neonatal period than a group of matched controls. The data suggested that the risk of developing mental deficiency increased with increasing birth order. The data also suggested that maternal age had an influence in that the risk of mental deficiency was high in children of mothers in the under 20 age group, decreased and reached a low point at 25-29 years of age, after which the risk increased with increasing maternal age."—V. M. Staudt.

7402. Loewy, Herta. Training the backward child. New York: Philosophical Library, 1956. 166 p. \$3.75.—This book is addressed essentially to parents and teachers of mentally retarded and trainable children. Non-technically written, the material pertains to social aspects and problems, quite specific educational methods ("the Herta Loewy Method") and physical problems (diet and exercises). A series of informally presented case reports, an item on the (British) National Association of Parents of Backward Children, and a reprint of a 1953 article conclude the book.—T. E. Newland.

7403. McGlone, Roy. A manual for home teaching of the mentally handicapped child. Denver, Colo.: Laradon Hall School for Exceptional Children, 1956. 51 p. (Mimeo.)—Information is provided to assist in making objects for carrying out sensory and motor discrimination activities, and leading to some word and other symbol discrimination.—T. E. Newland.

7404. Oserezki, N. I. Zur Frage der Untersuchung der Motorik von geisteskranken und psychisch minderwertigen Kindern und Jugendlichen. (To the problem of motor-examination of mentally ill and retarded children and adolescents.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 283-286.—The standardized examination of motor development, first published in 1923, was reviewed in this speech presented at the Neuro-psychiatric Conference at Dresden, Germany on October 16, 1954. The test has proven its diagnostic value and is recommended in the study of oligophrenic children. Repeated examination may help to differentiate between neurotic and later manifestly epileptic children with speech impediment or enuresis.—C. T. Bever.

7405. Robins, May Jean. (Bailey Hall, Katonah, N. Y.) Your child and mine. *Train. Sch. Bull.*, 1955, 52, 191-195.—The aims of special education for the mentally retarded, when seen from the vantage point of the child, include peace, warmth, understanding in a program which enables the child to make the most of his potentialities.—W. L. Wilkins.

7406. Shaw, Marvin E. (Johns Hopkins U., Baltimore, Md.), & Bensberg, Gerard J. Level of aspiration phenomena in mentally deficient persons. *J. Pers.*, 1955, 24, 134-144.—The results verified the hypothesis that the degree of differentiation of an individual is a negative monotonic function of the degree of mental deficiency. Level of aspiration was used as the experimental device. 17 references.—M. O. Wilson.

7407. Shotwell, Anna M. (Pacific State Sch., Spadra, Calif.), Dingman, Harvey F., & Tarjan, George. A number test for mental defectives. *Amer. J. ment. Defic.*, 1956, 60, 589-594.—A number test developed at the Pacific State Hospital for mentally defective children is described. It is arranged by MA levels from 3 to 9 years. The authors report that in its present form it seems more suitable for defectives with MA's from 4 to 8 years than for those beyond these limits. The advantages of their test as well as its limitations are indicated by the authors.—V. M. Staudt.

7408. Stubblebine, J. M., & Roadruck, R. D. Treatment program for mentally deficient adolescents. *Amer. J. ment. Defic.*, 1956, 60, 552-556.—A special treatment program for mentally deficient adolescents at the Sonoma State Hospital of the California Department of Mental Hygiene is described.—V. M. Staudt.

7409. Vidal, Guillermo. Siete casos de amencia periodica. (Seven cases of periodic amentia.) *Acta neuropsiquiat., Argent.*, 1954, 1, 85-96.—After studying 7 women between the ages of 19 and 51 who were diagnosed as cases of periodic amentia, Vidal concludes that the constitutional origins of amentia and the closely related schizophrenia and cyclothymia are supported by the periodicity of the cycles, which ranged from 29 to 60 days. In no case, however, were organic causes, e.g., estrogenic activity associated with the menstrual cycle, considered sufficient to explain the clinical symptoms. The article cites a variety of metabolic and endocrine data and describes "uniform and characteristic" symptoms as well as recommended treatment. 31 references.—L. G. Datta.

7410. Walter, Richard D., Yeager, Charles L., & Rubin, Harry K. Mongolism and convulsive seizures. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 559-563.—Inasmuch as mongoloid defectives rarely have epileptic seizures, the authors study the electroencephalographic records taken from 83 mongoloids, the records of 30 under conditions of photic activation with and without metrazol injections. 84 non-mongolian mental defectives served as control Ss. Results indicated (1) the incidence of convulsive activity to be 2.0%; (2) the brain wave picture and the response to photic stimulation approached those of the "normal population," in contrast to "the control group." These and other findings lead to the conclusion that "the factors producing these signs of electrical normality in the presence of neuropathological changes of mongolism are unknown and need further investigation."—L. A. Pennington.

(See also abstracts 7471, 7513, 7526, 7607, 7715, 7723, 7724)

BEHAVIOR PROBLEMS

7411. Baumeier, Franz. Der Fall Schreber. (The Schreber case.) *Psyche, Heidel.*, 1955, 9, 513-536.—Newly discovered medical records and letters have provided additional information on the Schreber case discussed by Freud. The supplementary material fits in with Freud's interpretations and enables an answer to his question concerning the sources of Schreber's homosexual tendencies.—E. W. Eng.

7412. Brock, Samuel, & Merwarth, Harold R. Observations in illusory awareness of bodily parts. *J. nerv. ment. Dis.*, 1955, 122, 97-98.—Abstract and discussion.

7413. Bromberg, Norbert. (Psychiatric Clinic, Magistrates' Courts, New York.) Maternal influences in the development of moral masochism. *Amer. J. Orthopsychiat.*, 1955, 25, 802-812.—In the moral type of masochism it is the suffering that matters; whether it is caused by a loved or indifferent person is unimportant. The author believes that moral masochism plays a role in the attraction that totalitarian ideologies have for some people. Two illustrative profiles are presented to show the type of mother whose narcissism contributes to the masochism of the child. Discussion by Maurice R. Friend.—R. E. Perl.

7414. Brunner-Orne, Martha, & Orne, Martin T. (Westwood Lodge, Westwood, Mass.) Alcoholics. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 76-95.—Reviews the literature on the dynamics of alcoholism, and concludes that there is no typical personality pattern of the alcoholic patient. Alcoholism serves different functions, but in all cases makes it possible for the patient to avoid intense anxiety. The literature pertaining to group psychotherapy with alcoholics is considered meager. The authors' own approach is based on the rationale that no specific treatment methods for alcoholics have been found. They try to make the patient currently abstinent and to give him substitutive emotional satisfactions. Their group is essentially a "work group." It provides substitute emotional satisfactions, reduces the feeling of psychological isolation, undermines rationalizations, and fosters free discussion of mutual problems. 66 references.—H. H. Strupp.

7415. Clothier, Florence. The unmarried mother of school-age as seen by a psychiatrist. *Ment. Hyg., N. Y.*, 1955, 39, 631-646.—A comprehensive and illuminating discussion of the psychological and social factors leading to unwed motherhood.—M. A. Seidenfeld.

7416. Cook, Richard S. (Portal House, Chicago, Ill.) Guides to the therapy of the alcoholic. *Amer. J. Orthopsychiat.*, 1955, 25, 835-840.—There are special features in the therapy of the alcoholic which justify its being considered separately from the therapy of other emotional disorders. The therapist must make a quick estimate of the ego strength of the problem drinker, he must be prepared for a variety of challenging defenses, he must be prepared to accept limited goals.—R. E. Perl.

7417. Currier, Mildred E., Helmle, Mary, & Caron, Mary. Geriatric habit training. *Psychiat. Quart. Suppl.*, 1955, 29, 38-42.—A toilet-training program was instituted in the hope that patients who had regressed mentally might be led back to normal personal habits. Improvement in respect to wetting and soiling was followed by the introduction of TV and flowers to the wards for the aged.—D. Prager.

7418. Deutsch, Helene. The impostor: Contribution to ego psychology of a type of psychopath. *Psychoanal. Quart.*, 1955, 24, 483-505.—The impostor, as a type of psychopathic personality, is discussed and illustrated by means of a case history. The patient's behavior is interpreted as representing an attempt to eliminate the friction between his exaggerated ego ideal and the other, devaluated, guilt-laden part of his ego. The impostor accomplishes this by behaving as if his ego ideal were identical with himself.—L. N. Solomon.

7419. Ettlinger, Ruth W., & Flordh, Per. Attempted suicide: experience of five hundred cases at a general hospital. *Acta psychiat. Kbh.*, 1955, Suppl. 103, 45 p.—Refers to the period from January 1952 to May 1953. No rhythm was demonstrable. Aberrant personality was demonstrated in 66%. The males showed excessive drinking and psychopathy. The females showed immature personality and emotional instability. 24% were reactive depressions. 16.6% were psychotic. Attempted suicide is a symptom of mental unbalance. The treatment and prevention coincide with the measures against mental disorder in general. There is need for prompt expansion of all branches of psychiatric care. 25 references.—D. Prager.

7420. Feeney, Francis E., Mindlin, Dorothee F., Minear, Verna H., & Short, Eleanor E. (D. C. Alcoholic Rehabilitation Div., Washington, D. C.) The challenge of the skid row alcoholic: a social, psychological and psychiatric comparison of chronically jailed alcoholics and cooperative alcoholic clinic patients. *Quart. J. Stud. Alcohol*, 1955, 16, 645-667.—50 workhouse cases committed by court action are compared with 50 voluntary clinic patients, with significant differences being shown in intelligence, education, occupational status, work regularity, marital history, number of siblings, medical history, arrest record, social resources, motivation, and prognosis and lesser differences in military service, religious affiliation, racial origin, psychiatric diagnosis, and past adjustment.—W. L. Wilkins.

7421. Felber, Jean. Der Kainskomplex. (The Cain complex.) Vienna: Urban & Schwarzenberg, 1956. 70 p. DM 6.00.—In Part one of this brief monograph the author presents his theoretical views, relating the "Cain complex" to its archetype and to the collective, familial, and personal unconscious. He reviews Szondi's concepts and considers the implications of the Cain drive for psychopathology, psychosomatic symptoms, and other drive conflicts. Part two consists of a series of case presentations, interpretations of Szondi test protocols, and discussion of pertinent psychotherapeutic aspects.—H. P. David.

7422. Flaherty, J. A., McGuire, H. T., & Gataki, Robert L. The psychodynamics of the "dry drunk." *Amer. J. Psychiat.*, 1955, 112, 460-464.—Fifty-two of 111 questionnaires mailed out to alcoholics who had maintained sobriety for about 1 year

or longer were returned. Analysis was made of the responses in order to throw light on the and feelings that occur during "dry drunk" period in which emotional and physical tensions are similar to those that occurred during excessive, compulsive drinking. These reactions are summarized.—N. H. Pronko.

7423. Forizs, Lorant. Brief intensive group psychotherapy for the treatment of alcoholics. *Psychiat. Quart. Suppl.*, 1955, 29, 43-70.—4 years experience with 1600 patients. Group therapy is indicated where patients have low ego strength and low frustration tolerance. Films prior to the group session enhance regression and mobilize early material. There is encouragement for acting out while sober some of the material represented in behavior while intoxicated. Greater emotional growth of the alcoholic occurs via group therapy than in ordinary psychotherapy.—D. Prager.

7424. Gerard, Donald L. (New York State Ment. Health Comm. Program on Alcoholism, New York.) Intoxication and addiction. Psychiatric observations on alcoholism and opiate drug addiction. *Quart. J. Stud. Alcohol*, 1955, 16, 681-699.—While there are differences from psychiatric point of view between acute and chronic alcoholics and addicts, the similarities are much more important: regressive, infantile or oral needs; isolation, narcissism; pregenital arrest of psychosexual development, expressed in a variety of sexual pathology; conflicts over dependency; and masochism. Personality factors play a minor role in the choice of alcohol or opiate drugs for such individuals. The social, cultural and historical situation is important and constitutional differences in the subtle emotional effects of the drugs may be crucial in determining the choice of intoxicant.—W. L. Wilkins.

7425. Glauber, I. Peter. On the meaning of agoraphilia. *J. Amer. psychoanal. Ass.*, 1955, 3, 701-709.—Agoraphilia is a derivative of necrophilia, not of agoraphobia. The love of the dead mother and the need to master the fears of her become the love and mastery of the petrified aspects of mother nature. "A fascination for the out-of-doors, viewing ruins, tramping on rocks, climbing mountains excessively—all these are designated as agoraphilia." Rebirth through agoraphilia is a special instance of flight into reality and may be classified either as a sublimation or a reaction formation.—D. Prager.

7426. Harris, Lucy M. Exploring the relationship between the teacher's attitudes and the overt behavior of the pupil. *Amer. J. ment. Defic.*, 1956, 60, 536-544.—This paper presents a practical demonstration of the use of a technique for studying and treating behavior problems and it also offers a case study of an aggressive girl.—V. M. Staudt.

7427. Heigl, F. Ein Fall von generalisiertem Tic. (A case of generalized tic.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 202-205.—It is possible to differentiate between 3 kinds of tics: the "primary somatogenic," the "primary psychogenic," and the "maladie des tic." The case of an 18 year old boy with a generalized psychogenic tic is discussed. The tic represented a compensatory mechanism of defense against his otherwise passive, insecure, withdrawn, and apathetic attitude, and was his reaction to his mother's moralistically rejecting and reproachful

attitude toward the boy. The objectives of successful therapy are described.—E. Schwerin.

7428. Huckel, Helen. More than bread: six cases of compulsive eating. *Psychoanalysis*, 1955, 4(1), 53-62.—These cases all showed feelings of rejection, victorious rival, defense against incest, strong castrating and self-destructive tendencies. Each patient tried to overcome his problem in an individual way.—D. Prager.

7429. Jones, Elizabeth (U. Michigan, Ann Arbor.), Bagchi, B. K., & Waggoner, R. W. Focal abnormalities of the electroencephalogram in juveniles with behavior disorder. *J. nerv. ment. Dis.*, 1955, 122, 28-35.—47 cases (12%) of 390 children's behavior disorders showed focal EEG abnormality of different types and locations. 28 cases (60%) had some organic etiological factor; 19 or 14% had no contributory organic factors. Therapeutic suggestions are made. 19 references.—N. H. Pronko.

7430. Kanner, Leo, & Eisenberg, Leon. (Johns Hopkins U. Med. Sch., Baltimore, Md.) Notes on the follow-up studies of autistic children. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 227-239.—Life histories of 42 cases show that at adolescence the children retain primary characteristics but may lose secondary characteristics. Severity of the process is well evidenced by the severity of language dysfunction in pre-school years. Treatment seemed to have little if any effect. 20 references.—W. L. Wilkins.

7431. Kaufman, Charlotte A., & Kaufman, Herbert. Some problems of treatment arising from the federal loyalty and security program. *Amer. J. Orthopsychiat.*, 1955, 25, 813-825.—Case material is presented to illustrate the mental hygiene problem of national scope growing out of the security program. It has set off or aggravated mental illness by mobilizing guilt, self-doubt and feelings of helplessness. In the discussion Robert D. Gillman suggests that we might recognize a new psychologic entity called "security stress" just as we name other unusually stressful episodes "combat fatigue," "involutional psychosis," etc.—R. E. Perl.

7432. Keller, Mark, & Efron, Vera. (Yale U., New Haven, Conn.) The prevalence of alcoholism. *Quart. J. Stud. Alcohol*, 1955, 16, 619-644.—The 1953 number of alcoholics in the United States is estimated at 4.5 million, with the proportion of men to women being 5.5:1. The rate per one hundred thousand adults was 7,590 among men and 1,320 among women. Between 1940 and 1953 the rate of alcoholism among men showed a rise of 45% and among women 52%, these rises reflecting better information rather than spectacular increases. But the rise in New England was greater than in the West North Central or Pacific areas. 27 references.—W. L. Wilkins.

7433. Kesten, Jacob. Learning for spite. *Psychoanalysis*, 1955, 4(1), 63-67.—A 10-year-old boy who related to authority figures with a need to defeat them and himself was helped with a reading disability by a therapist who deliberately played the role of reflecting the unconscious negativistic part of the boy's ego back to the boy. The challenge to defeat the therapist who seemed unwilling to help the boy with his reading problem was invoked for the ultimate advantage of the patient.—D. Prager.

7434. Kolb, Lawrence C., & Johnson, Adelaide M. Etiology and therapy of overt homosexuality. *Psychoanal. Quart.*, 1955, 24, 506-515.—In an attempt to define the impetus that leads to acting out of homosexuality, the case histories of 4 male patients are briefly examined, revealing that overt homosexuality first occurred as the result of unconscious permissiveness by a seductive parent or parent-substitute. Therapists, in the course of therapy, must be on their guard lest they repeat that same permissiveness. Analysis of the patient's basic conflicts may be facilitated by a well-timed prohibition of self-destructive homosexual activity.—L. N. Solomon.

7435. Levine, Jacob. (V.A. Hosp., West Haven, Conn.) The sexual adjustment of alcoholics. A clinical study of a selected sample. *Quart. J. Stud. Alcohol*, 1955, 16, 675-680.—Records of 63 men and 16 women whose therapeutic records in a state clinic were complete enough for study were analyzed for description of sexual adjustment. Most showed diminished interest in heterosexual relationships. A large proportion of the men came from homes with an overpowering mother on whom they were dependent and a passive and distant father toward whom they felt hostile.—W. L. Wilkins.

7436. Levine, Jacob, & Redlich, Fredrick C. Failure to understand humor. *Psychoanal. Quart.*, 1955, 24, 560-572.—Failure to "get" a joke may be the result of a person attempting to protect himself from the anxiety which the joke arouses. Clinical examples are presented to illustrate the principle that any distortion of a psychological event, either internal or external, results from a mechanism of defense which protects the individual against awareness of unconscious strivings. "The fact that such apparently innocuous stimuli as humorous cartoons can provoke such defensive reactions attests to the fact that humor actually taps deep preconscious conflicts."—L. N. Solomon.

7437. Linden, Maurice E. (Department of Public Health, Philadelphia.) Geriatrics. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 129-152.—The author distinguishes between nonmenting mental disorders and those associated with nonadvanced organic central nervous system alterations, and groups them as psychopathological senescence. In addition to the effects of physiological involution, the following factors contribute to psychic stress: weakening of neurotic defensive mechanism, cultural and family attitudes toward the aged, residues of earlier emotional conflicts, and the narrowing of social relations. Psychotherapy has most to offer to those suffering from senile psychoses. Indications, counterindications, and the process of group psychotherapy are detailed. 23 references.—H. H. Strupp.

7438. Löwnau, H. Über Exhibitionismus bei einem Jugendlichen. (Concerning exhibitionism of an adolescent.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 168-174.—A detailed case study of a 15-6 year old boy who exhibited himself to older women is presented. The dynamic aspects of exhibitionism are discussed in the light of Freudian theory of the castration complex.—E. Schwerin.

7439. Marcus, Irwin M. (Tulane U., New Orleans, La.) Psychoanalytic group therapy with fathers of emotionally disturbed preschool children. *Int. J. group Psychother.*, 1956, 6, 61-79.—

Hypothesizing that the behavior of the "problem child" can be understood only in terms of disturbances in the parental relationship, the author focuses on the group treatment of six fathers of such children. All fathers had domineering wives and related to them in either a submissive-passive or a disguised-hostile manner; all showed characteristic patterns of submissive dependency, obsessional perfectionism, over-competitiveness, etc. Group therapy for fathers is seen as a valuable adjunct to a child guidance program, particularly in regard to men who are completely preoccupied with their work and relate to their families in a mechanical manner, are confused in their family role, have marked feelings of inadequacy, center interest upon the child's problem and avoid recognition of the marital difficulty, have intellectual limitations or negative attitudes toward individual therapy, and have anxiety stemming from sexual conflicts. 21 references.—H. H. Strupp.

7440. Marinacci, A. A. (Los Angeles County Hosp., Calif.) The electroencephalogram in forensic alcoholism. *Bull. Los Angeles neurol. Soc.*, 1955, 20, 177-188.—60 adults, involved in legal action for antisocial conduct, were given controlled dosages of alcohol. Brain wave records were taken before, during, and after ingestion. Of the 12 showing seizure discharges after the dosage, 10 showed similar deviations before ingestion. These and other results are related to the problem of alcoholism in the epileptic and to legal issues. 6 case reports.—L. A. Pennington.

7441. Martensen-Larsen, Oluf. (Alcoholic Treatment Center, Copenhagen, Denmark.) Group psychotherapy with alcoholics in private practice. *Int. J. group Psychother.*, 1956, 6, 28-37.—Group psychotherapy has been found indispensable in the treatment of alcoholics because it reduces the risk of negative transference toward the therapist, often resulting in termination in treatment. Group therapy also frees the therapist from an authoritarian role because the patients themselves share in it; it is also of benefit to the relatives of alcoholics.—H. H. Strupp.

7442. Moss, Leonard M. Prognosis of the suicidal patient. *J. nerv. ment. Dis.*, 1955, 122, 104.—Abstract and discussion.

7443. Ostow, Mortimer. Linkage fantasies and representations. *Int. J. Psycho-Anal.*, 1955, 36, 387-392.—"The instinctual need to be united first with mother and later with a substitute object may be expressed by fantasies of linkage with the object. Representations of such linkage include pipelike carriers of fluid, electric cords. . . . It is reasonable to assume that when knowledge of the umbilical cord is acquired in later years, it is used as a paradigm to label (and screen) linkage fantasies which existed much earlier."—G. Elias.

7444. Ostow, Mortimer. Toilet symbols and fantasies. *J. Amer. psychoanal. Ass.*, 1955, 3, 682-697.—"Precisely because so many strategies and dangers are implicit in the structure and operation of the toilet seat and the toilet bowl for the small child, it can become the focus of fantasies and anxieties derived from other sexual instinctual drives. Although it is obviously especially appropriate to anal fantasies, it is also appropriate for oral fantasies of being swallowed and of swallowing, phallic fantasies, birth fantasies, death fantasies, and of

course separation fantasies appropriate to all phases of libidinal development."—D. Prager.

7445. Peto, Andrew. On so-called "depersonalization." *Int. J. Psycho-Anal.*, 1955, 36, 379-385.—". . . depersonalization phenomena in clinical experience, in the transference neurosis, in the course of normal development and as illustrated in folklore, all refer to a common basic process." This process is a repetition of a universal human experience: that of the baby who loses the nipple from his mouth; it represents the inevitable transitory phase between the trauma of losing the object and the defensive stage of coping with this loss through integrating the lost object into the ego with the help of some archaic defence mechanism. 24 references.—G. Elias.

7446. Rea, Frederick B. Alcoholism; its psychology and cure. New York: Philosophical Library, 1956. 143 p. \$3.50.—Addiction is more than a personality disorder; it is a character disorder—the disease is more than psychological; it is spiritual. Physiological and sociological knowledges are necessary to understand and to treat the alcoholic, but in many the spiritual conflict must also be considered.—W. L. Wilkins.

7447. Rees, W. Linford (Maudsley Hosp., London, Eng.), & Lambert, Carl. The value and limitations of chlorpromazine in the treatment of anxiety states. *J. ment. Sci.*, 1955, 101, 834-840.—Of 150 patients 54% showed symptomatic improvement, but two-thirds of these relapsed after a few weeks despite continued treatment.—W. L. Wilkins.

7448. Ringel, E., Spiel, W., & Stepan, M. Untersuchungen über kindliche Selbstmordversuche. (An investigation of suicide attempts of children.) *Prax. Kinderpsych. Kinderpsychiat.*, 1955, 4, 161-168.—Early in 1953 a striking increase in the number of suicide threats expressed by pupils of the Vienna schools was observed. This appeared to be the result of large scale newspaper publicity which erroneously spoke of an existing "suicide epidemic." Investigations show, however, that during the period under report only two suicide attempts were fatal and that the number of attempts by children did not differ significantly from those counted in 1952. 12 case studies of children observed after suicide attempts are briefly cited and the motives discussed.—E. Schwerin.

7449. Rothenberg, Simon, & Brenner, Arthur B. The number 13 as a castration fantasy. *Psychoanal. Quart.*, 1955, 24, 545-559.—"For an obsessive-compulsive neurotic the number 13 was an obsessive signal of castration anxiety evoked by latent death wishes toward his wife. The number served as a defense, permitting him to isolate and undo his guilt for wishing for his wife the fate of their child who died. The number 13 as a symbol of bad luck saved him from guilt for his sado-masochistic fantasies. . . . In folklore and religious tradition, 13 represents both the danger of castration and the triumphant phallus."—L. N. Solomon.

7450. Rudolf, G. de M. (Mount Pleasant Nursing Home, Bristol, Eng.) Clinical blood-pressure in anxiety. *J. ment. Sci.*, 1955, 101, 893-894.—Comparison of 120 females without overt anxiety and 190 with showed means of systolic pressures in anxiety cases were lower than controls.—W. L. Wilkins.

7451. Schachter, M. *La gaucherie infantile: hypotheses et faits.* (Lefthandedness in children: hypotheses and facts.) *Neurone*, 1955, 3, 39-49.—After a survey of the literature on lefthandedness in children, comparative data concerning 223 lefthanded children aged between 6 and 17 (100 from a neuropsychiatric clinic, and 123 from various public schools) are presented. The data show greater frequency among the last born; also relative frequency of enuresis, motor and character difficulties, dysarthrias and nail biting. Greater frequency of lefthandedness in the family of the lefthanded child is also observed. In the group studied most of the children are mentally normal. Lefthandedness in children is considered as "a problem in behavioral psychopathology." 19 references. French, English, and German summaries.—A. Manoil.

7452. Schneider, Daniel E. *The image of the heart and the synergic principle in psychoanalysis (psychosynergy).* *Psychoanal. Rev.*, 1955, 42, 343-360.—3 dreams illustrated the intense compounding of the image of the heart with the image of the genital: a post-coronary dream, a dream of impregnation, and a dream of the fused heart-genital image in a patient with rheumatic heart disease and ejaculation precox. Heart and genital are fused symbolically with the unfinished child. The heart and genital while linked together by neurosexual aspects of cardiac pacemakers must enjoy autonomy if anxiety and the compulsions derived from it are to be overcome. (See 29: 4245.)—D. Prager.

7453. Schwartz, Bernard J. (Harvard U., Cambridge, Mass.) *The measurement of castration anxiety and anxiety over loss of love.* *J. Pers.*, 1955, 24, 204-219.—The Ss were 54 volunteer undergraduate males divided into three groups, G1, the castration-anxiety group, G2, the loss-of-love anxiety group, and G3, the control group. The materials used were 12 minute sections of appropriate films as follows: G1, a film showing a subincision operation, on primitive adolescents, G2, *The Quiet One*, and G3, *In the Park*. TAT protocols were secured from all Ss immediately after the presentation of each film. Other means of measuring anxiety were introduced. The three groups could not be differentiated as to loss-of-love anxiety. However, the castration-anxiety group was sharply differentiated from the others. 13 references.—M. O. Wilson.

7454. Skillicorn, S. A. (U. S. Naval Hosp., San Diego, Calif.) *Presenile cerebellar ataxia in chronic alcoholics.* *Neurology*, 1955, 5, 527-534.—Six cases of cerebellar degenerative disease occurring in patients whose ages ranged from 39 to 55 years of age are presented and the literature is reviewed. All patients indulged heavily in alcoholic beverages. Accompanying the neurological symptoms were marked intellectual defects. 45-item bibliography.—L. I. O'Kelly.

7455. Slavson, S. R., & MacLennan, Beryce. *Unmarried mothers.* In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 170-195.—Important elements in the psychodynamics of unmarried motherhood include the girl's relations with and attitudes towards her father, her mother, siblings, the putative father, and herself. Studies show that a number of girls had fathers who were either too strict and rejecting or overindulgent and passive, so that

the girl seeks a substitute father outside the home. Relations with mothers are almost universally negative and hostile. The preference given to brothers by parents often makes a girl desirous to become a boy. The putative fathers are often unlikely prospects for marriage, and the relationship on the part of the girl is frequently a masochistic one. The majority of unmarried mothers have character disorders. Present in all of them is a combination of hostility, affect hunger and masochism. With regard to therapy, a process described as "nondirective group interaction" has been found helpful. There is some doubt whether unmarried mothers, merely by virtue of becoming mothers, require psychotherapy. 36 references.—H. H. Strupp.

7456. Solomon, Joseph C. *Nail biting and the integrative process.* *Int. J. Psycho-Anal.*, 1955, 36, 393-395.—"The child who is beset by the conflict situation . . . attempts to reach a homeostatic equilibrium through any means available. Inasmuch as at that period some form of motor activity is a more likely method of release of tensions than the more highly conceptualized defences that occur later, a symptom such as nail biting furnishes a convenient ego-integration healing device. The integrative aspect of the symptom consists of the release of oral-sadistic impulses by *biting at the claws*. Thus the release of hostile aggression is accomplished. . . ."—G. Elias.

7457. Sulzberger, Carl Fulton. *An undiscovered source of heterosexual disturbance.* *Psychoanal. Rev.*, 1955, 42, 435-437.—Sublimated homosexual strivings must be gratified through social success before heterosexual needs can be fulfilled. Having won the sublimated homosexual love of the father, he need no longer fear and hate the woman who, as a mother-figure, was the victorious competitor for the father's affection.—D. Prager.

7458. Thorpe, James J. (Fairfax Co. Child Guidance Clinic, Falls Church, Va.) *Addicts.* In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 59-75.—Group psychotherapy is a valid technique for treating drug addicts, provided it is done on an inpatient basis. The author's conclusions are based on treatment programs in hospital prison settings (Lexington, Ky. and Fort Worth, Texas). Hospitals are characterized by a "prison culture," which complicates therapeutic efforts. The personality dynamics of the drug addict are delineated, and a variety of group processes described. The conditions under which the patient joins the group are considered of importance. 26 references.—H. H. Strupp.

7459. Todd, John (Menston Hosp., Yorkshire, Eng.), & Dewhurst, Kenneth. *The double: its psycho-pathology and psycho-physiology.* *J. nerv. ment. Dis.*, 1955, 122, 47-55.—By means of illustrative cases, the role of the following factors is considered in the autistic double: narcissism, strong visualization, archetypal thinking and somatic disturbances. 23 references.—N. H. Pronko.

(See also abstracts 7356, 7518)

SPEECH DISORDERS

7460. Arnold, Ruth Gifford. (Union City (N.J.) Public Schs.) *Speech rehabilitation for the men-*

tally handicapped. *Except. Child.*, 1955, 22, 50-52; 76.—A description of a public school program of speech rehabilitation adapted to the needs of the mentally retarded. Special techniques of auditory discrimination, visible speech, and the use of the tactile and kinesthetic methods are discussed. The author suggests that much can be accomplished with these children if the goals are interpreted in accordance with the child's ability.—J. J. Gallagher.

7461. Aufrecht, Hedda. (*Chicago Teachers Coll., Ill.*) A proposed system of classifying the language defects of children with cerebral palsy. *Except. Child.*, 1955, 22, 109-111; 125-126.—The author divides language ability into the areas of reception, expression, and expressive behavior. Degree of severity can be identified in each of the above areas by ratings of mild, moderate, severe, and very severe. "It is hoped . . . that this proposed rating scale will prove to be clinically helpful by satisfying a need to obtain a more detailed and complete picture of the language functioning of children with cerebral palsy."—J. J. Gallagher.

7462. Birch, Herbert G. (*New York U.*), & Lee, Joan. Cortical inhibition in expressive aphasia. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 514-517.—It is hypothesized that cortical inhibition, "and not a subtractive loss in functional capacity, underlies many of the manifestations of expressive aphasia. It follows that the symptoms may be markedly relieved by creating circumstances for facilitating disinhibition." Experimental test by study of 14 Ss was done by asking each to name objects and to read words, then sentences under conditions of (1) quiet and (2) binaural stimulation by a tone of 256 cps at an intensity of 60 decibels. 10 patients showed performances under sound stimulation that "were decisively improved." These findings are discussed in relation to Pavlovian theory, to the practical, diagnostic, and therapeutic aspects of the topic.—L. A. Pennington.

7463. Brody, Morris W., & Harrison, Saul I. (*Temple U., Philadelphia, Pa.*) Stutterers. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 96-107.—The psychogenic hypotheses for stuttering have increasingly been supported, and stutterers have been treated in groups for some time. By many it is considered the treatment of choice. The stutterer has formed an object relation to the spoken word and acts out a symbiotic relationship with his mother. Still, the etiology of stuttering is not thoroughly understood and treatment rests on an empirical basis. Group therapy helps the patient to express his feelings more directly and frees him from separation anxiety. 25 references.—H. H. Strupp.

7464. Emery, Richard M. (*Public Schools, Lynn, Mass.*) The classroom teacher and speech correction. *Elem. Sch. J.*, 1955, 56, 110-116.—Speech problems are affected by one or more of many factors. The article is concerned with basic information relative to speech problems and therapy. As a psychophysical process, speech involves coordinated articulatory adjustments that are free from inhibiting influences. The author analyzes the problem as follows: (1) What is a speech defect? (2) recognizing a speech defect; (3) articulation problems; (4) voice

problems; (5) defects of rhythm; (6) symbolization problems; and (7) summary.—S. M. Amatora.

7465. Froeschels, Emil. (*Beth David Hosp., N. Y.*), Kastein, Shulamith, & Weiss, Deso A. A method of therapy for paralytic conditions of the mechanisms of phonation respiration and glutination. *J. Speech Hearing Disorders*, 1955, 20, 365-370.—Pushing exercises in which a patient is instructed to raise his fists to his chest, push his arms down in one quick elastic sweep, with fingers closed, at the same time the patient says 'AH,' have been used in patients with abductor and adductor paralysis by Weiss and in patients with diseases of the central nervous system involving phonation, breathing, and swallowing by Kastein. The authors feel this technique useful in bulbar poliomyelitis, progressive bulbar paralysis, pseudo-bulbar paralysis, Parkinson's disease and muscular dystrophy.—M. F. Palmer.

7466. Gens, George W. Diagnosis and treatment of speech disorders. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, 11, (see 30: 7139), 161-179.—"A study of the development of normal speech and speech that deviates from the normal brings forth the realization that the field of speech pathology is a neglected one. Many definitions of speech disorders have been proposed. . . . A disorder of speech is not a separate entity, but it is symptomatic of an underlying abnormal condition. . . . Although there are many different types, degrees, and overlappings in speech disorders, they may be classified in four general types: articulation, voice disorders, rhythm, and symbolization." These disorders and their treatment are reviewed. 38 references.—H. P. David.

7467. Johnson, Wendell; Brown, Spencer F., Curtis, James F., Edney, Clarence W., & Keaster, Jacqueline. Speech handicapped school children. (Rev. ed.) New York: Harper & Brothers, 1956. xiv, 575 p. \$4.50.—This is a revision of the 1948 book (see 23: 4897). It is concerned with (1) the kinds of speech disorders found among school children, (2) what the classroom teacher, with or without the help of the speech correctionist, can do about them, and (3) the basic examination methods and remedial approaches which the correctionist can use. Chapters included are: Speech disorders and speech correction, The clinical point of view in education, Disorders of articulation, Disorders of voice, Stuttering, Retarded speech development, Cleft palate and cerebral palsy, Impaired hearing, and The public school remedial speech program.—T. E. Newland.

7468. Kaplan, Max. (*U. Illinois, Urbana.*) Music therapy in the speech program. *Except. Child.*, 1955, 22, 112-117.—A discussion of the role of music therapy in the total program of the summer residential clinic for children with speech and hearing problems at the University of Illinois. 40 children (CA 12-17) attended the six-week training session. 22 of these children were hard of hearing, 13 cleft palate, and 5 cerebral palsied. Five types of musical activities were used: singing, playing of instruments, listening, rhythms, and games. It was felt that the music program had contributed to the objectives of providing recreation for the children as part of the total speech therapy program and in giving the child something in which he could develop some skill and successful

experiences that would build up some measure of self-confidence.—J. J. Gallagher.

7469. Kryshkova, N. A., Kok, E. P., & Smirnow, W. M. *Klinisch-physiologische Untersuchungen der Kranken mit Aphasie*. (Clinical and physiological investigation of aphasic patients.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 261-266.—The first signal system was preserved in 14 aphasics and even in those with severe speech impairment, the second signal system was not destroyed. The functional systems and experiences, which have been acquired ontogenetically through the collaboration of the two signal systems, are preserved. The speech-kinesthetic analysator was mostly affected, in two the speech-auditory, and in one the speech-visual analysator. The functional state of the damaged speech analysators requires examination by special methods; impairment of speech-kinesthetic synthetic analysator in motor aphasia is revealed by the numeral test for graphesthesia.—C. T. Bever.

7470. Lovett Doust, John W., & Coleman, Laura I. M. (U. Toronto, Can.) *The psychophysics of communication. III. Discriminatory awareness in stutterers and its measurement by the critical flicker fusion threshold*. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 650-652.—This threshold was determined in 131 healthy, fluent Ss and in 46 stutterers. The mean frequency for the control group was significantly higher than for the stutterers. This finding is discussed with reference to neurologic factors conceivably operating in this speech defect.—L. A. Pennington.

7471. Mecham, Merlin J. (Brigham Young U., Provo, Utah.), Stromsta, Courtney, & Soderberg, George. *Effects of Tolserol on the speech errors of mentally defective children*. *Amer. J. phys. Med.*, 1955, 34, 535-536.—Reports procedures and results of a study to determine if there are significant differences in the number of speech errors of mentally defective patients with increased relaxation resulting from the application of the drug Tolserol. "Cerebral palsied patients and stutterers tend to show more clearly the benefit derived from the relaxation effects of the drug. It might be speculated that the drug may be beneficial when used in conjunction with therapy as a means of obtaining greater relaxation, but not as a therapeutic device in and of itself. As a supplement to speech therapy, it might facilitate relaxation in certain situations of emotional stress that is otherwise difficult to attain."—(Courtesy of *Rehabilit. Lit.*)

7472. Morley, Muriel, et al. (King's Coll., New castle-on-Tyne, Eng.) *Delayed speech and developmental aphasia*. *Brit. med. J.*, 1955, No. 4937, 463-467.—A discussion of the causes and management of delayed speech, the main causes being mental deficiency, severe and partial deafness, developmental aphasia, cerebral palsy, and rarely, psychotic illness. Help which can reasonably be expected from speech therapy has been described.—(Courtesy of *Bull. Curr. Lit.*... *Handicapped*.)

7473. Morrison, Shelia. (Ohio State U., Columbus.) *Measuring the severity of articulation defectiveness*. *J. Speech Hearing Disorders*, 1955, 20, 347-351.—Recordings of one minute of continuous speech were selected from 45 boys and 21 girls between the ages five and ten ranging in articulation

ability from normal to severity defective. 40 naive observers and 12 expert observers were able to obtain a tape-recorded severity scale.—M. F. Palmer.

7474. Riese, Walther. (Med. Coll. Va., Richmond.) *Hughlings Jackson's doctrine of aphasia and its significance today*. *J. nerv. ment. Dis.*, 1955, 122, 1-13.—The theories of aphasia as set forth by Jackson, Freud, Henry Head and Kurt Goldstein are developed and critically evaluated. It is concluded that "Jackson's law of dissolution still holds true, but it must be interpreted and applied individually according to the meaning to be given to the term of the law in a particular case." An abbreviated version of August Forel's auto-observation of aphasia is appended. 18 references.—N. H. Pronko.

7475. Seabrook, Jean A. *The relationship between emotional disturbance and speech disorder*. *N. Zealand Speech Therapists' J.*, 1955, 10, 6-19.—The author concludes that the relationship of emotional disturbance to speech disorder was secondary; it was not the sole causal factor in functional speech disorder, nor was severity of speech disorder related to the presence or absence of emotional disturbance. Observations on laterality and motor coordination and their relationship to speech disorder are given.—(Courtesy of *Bull. Curr. Lit.*... *Handicapped*.)

7476. Sherman, Dorothy (U. Iowa, Iowa City.), & Morrison, Shelia. *Reliability of individual ratings of severity of defective articulation*. *J. Speech Hearing Disorders*, 1955, 20, 352-358.—A study of 60 one-minute recordings shows that reliable mean scale values of the severity of defective articulation can be obtained for one-minute speech samples from the responses of a trained individual observer, and these mean scale values can be placed in relative positions along a severity continuum. Absolute values are not necessarily comparable from one individual observer to another. Five-second segment and ten-second segment presentation of longer samples of speech results in equally reliable mean scale values.—M. F. Palmer.

7477. Snidecor, John C. (Santa Barbara Coll., Calif.) *A method of disparities for evaluating aphasic disturbances*. *J. nerv. ment. Dis.*, 1955, 122, 92-93.—In order to attenuate emotional blocking, etc., when evaluating aphasics, test items are presented with a discrepancy between the object's name or usage as represented in a picture and the clinician's verbal references to it. Two cases illustrate its potentiality in testing and treating aphasics. Further research is recommended.—N. H. Pronko.

7478. Trotter, William D. (St. Louis U., Mo.), & Kools, Joseph A. *Listener adaptation to the severity of stuttering*. *J. Speech Hearing Disorders*, 1955, 20, 385-387.—10 adult stutterers at the University of Iowa Speech Clinic were rated along a 7-point scale, under uniform conditions, by a group of 8 speech pathology majors on 3 different occasions spaced 5 days apart. There was a progressive decrease in the mean severity ratings given by the judges from session 1 to session 3 which demonstrated the presence of a listener adaptation effect.—M. F. Palmer.

(See also abstracts 7623, 7726)

CRIME & DELINQUENCY

7479. Anonymous. *Delinquents yesterday, good citizens today*. *N. Y. State Educ.*, 1955, 43, 186-

188.—Motives underlying delinquent behavior and implications for handling them in a school setting as well as at home are discussed on the basis of this "unorthodox research" in which high school students wrote English themes on "The Worst Deed I Ever Did," describing "offenses in their childhood or early youth that would have labeled them juvenile delinquents had they been apprehended."—*L. D. Summers.*

7480. Beck, Bertram M. *The exiled delinquent.* *Children*, 1955, 2, 208-212.—If hate triumphs and hostility is met with hostility, the solution to the problem of delinquency is headed for failure. There are numerous conflicts in modern cultural values that have played a major role in producing the exiled delinquent. The author analyzes the subject under (1) goals and means, (2) community failure, (3) formalized separateness, (4) courts and institutions, and (5) society's rejection.—*S. M. Amatora.*

7481. Bloch, Herbert A., & Flynn, Frank T. *Delinquency: the juvenile offender in America today.* New York: Random House, 1956. xix, 612 p. \$7.95; text ed. \$6.00.—The volume's 17 chapters, authored by a sociologist and social worker, selectively review the problem of delinquency by "selecting whenever possible only those findings based on acceptable criteria of proof and confirmation." Part 1 (2 chapters) discusses the meaning and scope of the problem. Part 2 (6 chapters) describes the "pressures" toward delinquency. Part 3 (8 chapters) is concerned with "treatment agencies," while Part 4 (1 chapter) discusses problems in the area of prevention. 21 p. reference list.—*L. A. Pennington.*

7482. Bullinger, Elisabeth, & Seyfried, Helmut. *Allgemein und sexuell verwahrloste Mädchen im Farbstern-Test.* (Generally and sexually delinquent girls in the colored star design test.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 205-209.—The performances of 40 delinquent girls with ordinary behavior problems and with sexual offenses on the colored star design test (Seyfried), and those of a control group are compared and the results discussed. 21 references.—*E. Schwerin.*

7483. Chute, Charles Lionel, & Bell, Marjorie. *Crime, courts and probation.* New York: Macmillan Co., 1956. xiii, 268 p. \$4.75.—This volume's 14 chapters trace the historical development of the probationary approach to adult offenders and describe the methods involved in its operation in the United States. Ch. 14, by Judge Louis Goldstein of Kings County Court, Brooklyn, illustrates the legal and the technical aspects of the probation movement.—*L. A. Pennington.*

7484. di Tullio, B. (*Institute a Medicina Sociale, Roma.*) *Biotypologie et criminologie.* (Biotypology and criminology.) *Evolut. psychiat.*, 1954, 3, 421-431.—Individuals may be characterized as having a "delinquent" constitution just as others are typed "tubercular." The delinquency of the leptosome-schizothyme is characterized by frequency, precocity, and recedivist tendencies. That of the "athletic" consists of sudden brutality without premeditation or provocation. The pyknic-cyclothmic tends to be the oldest and least frequent of all. Finally, the pyknic is notable for dealing in stolen goods rather than in crimes against persons. The latest findings link etiology to criminology.—*L. A. Ostlund.*

7485. Diller, Juliet C. *A comparison of the test performance of male and female juvenile delinquents.* *J. genet. Psychol.*, 1955, 86, 217-236.—"A study of the test performances of 80 female . . . and 87 male juvenile delinquents, matched for age, grade placement, and global intelligence quotient, on the Wechsler-Bellevue Adult Intelligence scale and the Wide Range Achievement tests" is analyzed factorially, by subtest ranking and by the Wechsler sign list for adolescent psychopaths. Differences and similarities between the males and females are discussed. 58 references.—*Z. Luria.*

7486. Eckstein, Ludwig Gotthold. *Zum Stehlen der Kinder.* (Concerning stealing of children.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4(5-6), 134-137.—The psycho-dynamics of stealing are discussed. Stealing is frequently related to lack of breast feeding or to premature weaning by the mother in infancy.—*E. Schwerin.*

7487. Hendrickson, Robert C., & Cook, Fred J. *Youth in danger.* New York: Harcourt, Brace, 1956. 300 p. \$3.95.—This volume, written by the former Chairman of The Senate Subcommittee on Juvenile Delinquency in conjunction with a journalist, consists of 16 chapters each devoted to an aspect of the delinquency problem. It is directed for its audience toward the parent, teacher, and social worker.—*L. A. Pennington.*

7488. Horn, Hartmut (*U. Marburg/Lahn, Germany.*), & Brengelmann, Johannes C. *Neurotische Tendenzen und Lügentendenzen bei Strafgefangenen.* (Neurotic and lying tendencies in prisoners.) *Z. diagnost. Psychol.*, 1955, 3, 331-343.—The Maudsley Medical Questionnaire was administered to 639 newly admitted prisoners, divided into 2 experimental groups. Compared to 184 non-prisoner controls, both experimental groups had "substantially higher 'lie' scores" with concomitant indications of greater neuroticism. "Differences obtained were significant only between control and experimental groups and not between the experimental groups themselves." The appropriate use of personality questionnaires is discussed. English and French summaries.—*H. P. David.*

7489. Karpman, Ben (Chm.); Kanner, Leo; Robinson, J. Franklin; Sontag, L. W., Schmdenberg, Melitta, & Peck, Harris B. *Psychodynamics of child delinquency: further contributions.* *Round Table*, 1953. *Amer. J. Orthopsychiat.*, 1955, 25, 238-282.—Many contributors to this Round Table agreed that there may be at least three types of delinquency: (1) that founded primarily on the pathology of the brain structure, (2) that founded primarily on the pathology of relationships within the family unit, and (3) that founded primarily on social dislocation. In summing up, Ben Karpman indicates that this symposium has placed greater emphasis on the social factors involved. "While individual psychotherapy may correct emotional damage resulting from unsatisfactory familial situations in a comparatively stable social setting, it is almost helpless in the face of the combination of unsatisfactory familial situations and a socioeconomic setting which tends to increase the hostility and aggression growing out of individual emotional conflicts."—*R. E. Perl.*

7490. Kurland, Albert A., Hanson, Arthur M., & Grothe, George. *Attendants and the care of*

the criminally insane. *Psychiat. Quart. Suppl.*, 1955, 29, 102-122.—By means of verbal reports recorded daily, a more objective and detailed analysis could be made of the attendant and his relationship to his service. The overwhelming emphasis on security may be self-defeating since it tends to channel whatever the anxieties the patient may have about himself into one goal only—that of getting out.—D. Prager.

7491. O'Connor, N., & Yonge, K. A. Methods of evaluating the group psychotherapy of unstable defective delinquents. *J. genet. Psychol.*, 1955, 87, 89-101.—A study of attitudinal and intellectual change following group psychotherapy is described and compared with 2 control groups. The Ss are adolescent defective delinquents. Significant differences between treated and control groups are reported. Emphasis is placed on method.—Z. Luria.

7492. Perl, William R. (U. S. Disciplinary Barracks, Ft. Leavenworth, Kans.) Benefits from including one psychopath in a group of mildly delinquent patients. *Int. J. group Psychother.*, 1956, 6, 77-79.—Inclusion of a psychopath in a group of offenders (who had been convicted for crimes of the larcenous type) undergoing group treatment had the following effects: (1) the psychopath's dominance of the group furthered among the other seven group members a rapid growth of group feeling and a "group superego"; and (2) Confrontation with the psychopath's boastful, antisocial behavior mobilized anxiety in the other group members, with a concomitant urge to change.—H. H. Strupp.

7493. Pihlblad, C. Terence. (U. Missouri, Columbia.) The juvenile offender in Norway. *J. crim. Law Criminol.*, 1955, 46, 500-511.—5 case reports illustrate the functions of the Norwegian Child Welfare Committees in initial study, solution, and follow-up of delinquents. These "non-punitive" Committees parallel the American juvenile court approach but have no tie with the courts.—L. A. Pennington.

7494. Rolin, Jean. Police drugs. New York: Philosophical Library, 1956. x, 194 p. \$4.75.—By use of clinical-legal case material the dangers involved in the use of "truth drugs" in legal matters are set forth. Social, legal, and medical safeguards are held essential. A 25-page appendix consists of an essay by Edward V. Saher on the subject of "Narcoanalysis." 113-item bibliography.—L. A. Pennington.

7495. Scheller, B. Das Gewissen. (Conscience.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4(5-6), 137-145.—40 juvenile delinquents were asked to write a composition on their feelings about their anti-social behavior. The results were analyzed for the amount of normal and neurotic superego pressure.—E. Schwerin.

7496. Schmideberg, Melitta, & Sokol, Jack. The role of psychotherapy of offenders: an evaluation. *Ment. Hyg., N. Y.*, 1955, 39, 564-573.—Based upon their experience, the authors are of the opinion that "any demand to replace courts and prisons with diagnostic clinics and psychiatric hospitals is, to put it mildly, premature. They are critical of the lack of realistic understanding on the part of some psychotherapists who fail to recognize that treatment which is enforced by due process of law is inevitably looked upon by the offender as a form of punishment. However, 'the chances of success with psychotherapy are

strengthened when combined with either parole or probation." It is felt that when psychotherapy can be freed from any authoritative set-up, the results are likely to be better for both patient and therapist.—M. A. Seidenfeld.

7497. Schulman, Irving. (Pennsylvania Hosp., Philadelphia.) Delinquents. In Slavson, S. R., *The fields of group psychotherapy*, (see 30: 7314), 196-214.—The author reports beneficial results of an integrated therapeutic program, consisting of individual and group psychotherapy combined with a planned "therapeutic" environment. Difficulties in treatment result from the delinquent's predominantly alloplastic orientation, which precludes his developing intense psychic pain and thereby eliminates one of the strongest motivations for change. Physical acting-out toward the therapist must be forestalled, which means that a nondirective approach is quite inapplicable. Insight gained in group psychotherapy is often purely intellectual, but it is possible to develop in the delinquent a rudimentary value system through identification with the therapist. Repression of instincts constitutes the treatment goal. 29 references.—H. H. Strupp.

7498. Stevenson, George S. A note on juvenile delinquency. *Psychiat. Quart. Suppl.*, 1955, 29, 1-6.—The delinquent is not born but made. He is hurt or sick. It will be of greater value to society to remove the causes of hurt and to treat the sickness than to perpetuate the causes and to apply punishment as the only and final measure.—D. Prager.

7499. Sykes, Gresham M. (Princeton U., N. J.) Crime and society. New York: Random House, 1956. 125 p. 95¢.—A sociological approach to crime is presented with main emphasis placed upon crime as a social problem in relation to social theory. 3-page "selected readings" section completes the 6 chapters to this handbook.—L. A. Pennington.

7500. Wattenberg, William W. (Wayne U., Detroit, Mich.) Factors linked to race among boys in trouble with Detroit police. *J. Negro Educ.*, 1954, 23, 186-189.—"A series of comparisons was made between all of the 2774 white boys and 1096 non-white boys contacted on complaint by Detroit police in 1948. The most striking differences between the groups seemed to center around 2 facts: the non-white boys came in much greater proportion from broken homes and from poor socio-economic circumstances."—C. K. Bishop.

7501. Wattenberg, William W., Franklin, John F., & Quiroz, Frank. Clinical psychologic studies of auto thieves. *J. clin. exp. Psychopath.*, 1955, 16, 289-299.—"Case histories were obtained from 25 boys from 'good' neighborhoods who were involved in auto theft. The studies indicated no single pattern but rather a combination of patterns found often among other delinquents. Far from being easy-going, unsupervised, well-socialized boys as had been inferred from a previous statistical survey, most boys of this group gave evidence of having strong anxieties and coming from perturbed home situations." French and Spanish summaries.—S. Kaveruck.

7502. Zulliger, Hans. Warum stiehlt Jolanda? (Why does Jolanda steal?) *Z. diagnost. Psychol.*, 1955, 3, 344-359.—This is a detailed case presentation of a 16-year-old Swiss farm girl arrested for steal-

ing. As part of an "expert evaluation," the author administered the Koch tree test, Z test, Rorschach test, and the Deuss fables. The protocols are reproduced and their interpretation is discussed.—H. P. David.

(See also abstracts 6606, 7143, 7297, 7889)

PSYCHOSES

7503. Balter, Abraham M., Pilpel, Michael; Hatch, Harold S., & Sommer, N. J., Jr. (V.A. Hosp., Lyons, N. J.) **The problem of tuberculosis in psychotics.** *Amer. Rev. Tuberc.*, 1953, 68, 782-785.—The incidence of tuberculosis is higher among psychotics than in the general population. Perhaps because (1) metabolic changes render the psychotic less resistant, or (2) psychosis causes carelessness and self-neglect, or (3) the psychotic comes in contact with unknown active cases. Psychotics are probably far more infectious than non-psychotics, their tuberculosis seems more indolent, less responsive to treatment, and more prone to relapse. The authors call for more diligent casefinding, better care and treatment for psychotic patients.—S. E. Vineberg.

7504. Bliss, Eugene L., Migeon, Claude J., Branch, C. H., Hardin, & Samuels, Leo T. **Adrenocortical function in schizophrenia.** *Amer. J. Psychiat.*, 1955, 121, 358-365.—Adrenocortical and pituitary-adrenocortical function of chronic schizophrenics was compared with that of a control group of normal subjects. Both groups were equivalent in this respect. No evidence was found of any impairment of adrenocortical physiology in the chronic schizophrenic patient. 46 references.—N. H. Pronko.

7505. Bornstein, S., & Jervis, George A. (V.A. Hosp., Montrose, N. Y.) **Presenile dementia of the Jakob types; corticostriatal degeneration.** *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 598-610.—While 2 broad groups of presenile dementia are known, one being Alzheimer's and Pick's disease, the other (Jakob) has been little studied. The clinical and pathological features of 2 such patients are described. The suggestion is made that the diagnostic entity of corticostriatal degeneration is more appropriate. 31 references.—L. A. Pennington.

7506. Callieri, Bruno. (Roma U., Italy.) **Contributo allo studio psicopatologico dell'esperienza schizofrenica di fine del mondo.** (Contribution to the psychopathologic study of the schizophrenic experience of the end of the world.) *Arch. Psicol. Neur. Psich.*, 1955, 16, 379-407.—Weltuntergangserlebnis und Wahnstimmung according to the author, have as anthropological-phenomenological common quality, the dissolution of the structural category of the symbolic meaning of contents. The distinction Ego-World becomes confused and acquires a strange meaning. The phenomenological approach distinguishes between intent of meaning and its achievement: the normal judgment of reality is the result of a harmonious relationship at this level. Two cases are presented and analyzed. The author concludes by emphasizing the value of the anthropophenomenological approach. 79-item bibliography.—A. Manoil.

7507. Conn, Jacob H. (Johns Hopkins Hosp., Baltimore, Md.) **Adolf Meyer discusses the pathology of dementia praecox.** *Amer. J. Psychiat.*, 1955, 121, 366-371.—A transcription is presented of a staff

conference held at the Phipps Psychiatric Clinic on January 30, 1933, in which Dr. Meyer and Dr. Conn discuss schizophrenia.—N. H. Pronko.

7508. Cooper, James G. (State Teachers Coll., New Paltz, N. Y.) **The inspection Rorschach in the prediction of college success.** *J. educ. Res.*, 1955, 49, 275-282.—The Ohio State Psychological Test and a modified version of the group Rorschach scored by Monroe's Inspection Rorschach method were given to 77 college freshmen of both sexes. Results were correlated with grade-point averages for 3 consecutive semesters. The Ohio State predicted grades as expected, with a correlation of approximately .50. In the case of the Rorschach for the women no correlation was significant; for the men, one was significant at the .05 level.—M. Murphy.

7509. Cully, William E. (V.A. Hosp., Coatesville, Pa.) **A therapeutic program for acutely disturbed psychotic patients.** *J. Ass. phys. Ment. Rehabil.*, 1955, 9, 193-195.—Techniques and procedures used in the hydrogymnastics at the V.A. Hospital, Coatesville, are described. The program has physiological and psychological values in the total treatment of the patient.—(Courtesy of Rehabil. Lit.)

7510. Dall'Oglio, Giovanni Nedo. **La prognosi della schizofrenia rispetto all'età di insorgenza.** (Prognosis of schizophrenia with reference to the age at onset.) *Neurone*, 1955, 3, 23-31.—A statistical analysis covering the period 1931-1952 at the Psychiatric Provincial Hospital of Mantova, Italy, with reference to cases of schizophrenia, classified by age, and sex, is presented. The total number of cases, 263 (126 M, 137 F), is classified by age groups. The results show the greatest improvement below the age 20 (70% F, 71% M) as well as discharges (70% F, 77% M); in the period 20-30, there is an increase in admissions, and a decrease in improvements (54% F, 30% M) and also in discharges (56% F, 38% M); the periods 30-40 and over 40 show improvements and discharges around 38% and 50% respectively. The author concludes that advanced youth presents the most unfavorable prognosis. 19 references. French and English summaries.—A. Manoil.

7511. Edinger, Edward F. **Archetypal patterns in schizophrenia.** *Amer. J. Psychiat.*, 1955, 121, 354-357.—Jung's theory of archetypes is presented and illustrated by application to specific schizophrenic delusions.—N. H. Pronko.

7512. Fabing, Howard D. (Christ Hosp., Cincinnati, O.) **Frenquel, a blocking agent against experimental LSD-25 and mescaline psychosis.** *Neurology*, 1955, 5, 319-328.—Frenquel, the gamma-isomer of Meratran, was shown to be effective in blocking the psychotic symptoms which otherwise develop in normal subjects following dosages of LSD-25. Descriptions of the psychotic reactions and of the behavior following use of the blocking agent are given. A new term for 'tranquilizing' agents is proposed: *atararics*, from the word *ataraxy*, which means "freedom from confusion."—L. I. O'Kelly.

7513. Fellner, C. H., & Weil, P. L. (Mapperley Hosp., Nottingham, Eng.) **Low normal intelligence and schizophrenia.** *Amer. J. Psychiat.*, 1955, 121, 349-353.—Insulin coma therapy combined with electroplexy was compared in a group of 30 schizophrenic dullards and another of originally average intelli-

gence. The effect of mental dullness on the course of a schizophrenic psychosis is discussed but no hypothesis is suggested to explain the phenomenon. It is doubted if insulin coma therapy is indicated for the dull schizophrenic. 33 references.—N. H. Pronko.

7514. Fisher, Seymour. Some observations suggested by the Rorschach test concerning the "ambulatory schizophrenic." *Psychiat. Quart. Suppl.*, 1955, 29, 81-89.—Ambulatory schizophrenics have defenses permitting adequate surface functioning despite internal breakdown. They are of high intellectual endowment. They rationalize reality lapses. They postpone and retreat from disturbing stimuli. There is a compensatory forceful attempt at socialization. What is unique to the ambulatory schizophrenic is his desensitization to the frightening aspects of his fantasies. He does not panic at strange things within himself as do most other psychotics.—D. Prager.

7515. Gianascol, Alfred J. (*U. California Sch. Med., San Francisco*.) Death from lower nephron nephrosis complicating acute catatonic excitement. *Amer. J. Psychiat.*, 1955, 121, 382-386.—A case is reported of acute catatonic excitement terminated by fatal lower nephron nephrosis. The need for precluding or anticipating such a progression is indicated.—N. H. Pronko.

7516. Goldberg, Martin; Dumas, Peter A., Dinenberg, Samuel, & Winick, William. (*VA Hosp., Coatesville, Pa.*) Comparative effectiveness of analytic and psychodramatic group therapy with psychotics. *Int. J. group Psychother.*, 1955, 5, 367-379.—Two groups of hospitalized psychotic patients were treated for similar periods with psychodramatic group therapy and in interview group therapy. The importance of preplanning conferences, staging the actual psychodrama and group discussion, and critique after the group session is stressed. In comparing the results of interview group vs. psychodramatic group therapy, the authors favor the latter technique, in that it brought out greater focusing of attention and stronger group identification. A case illustration is presented.—H. H. Strupp.

7517. Goldfarb, William, & Dorsen, Marilyn M. (*Jewish Board of Guardians, New York*.) Annotated bibliography of childhood schizophrenia and related disorders as reported in the English language through 1954. New York: Basic Books, Inc., 1956. vi, 170 p. \$2.50.—Annotations of 584 items relevant to the problem of childhood psychoses.

7518. Grauer, David. Homosexuality and the paranoid psychoses as related to the concept of narcissism. *Psychoanal. Quart.*, 1955, 24, 516-526.—"Investigations and opinions of psychiatrists who have studied large numbers of psychotics challenge Freud's theory that latent homosexuality is closely related to the paranoid psychoses. Freud's theory is based on his conception of narcissism, which appears to require emendation in accordance with the ego psychology of Federn and Weiss." 19 references.—L. N. Solomon.

7519. Gronewald, Tula W. (*Jamestown State Hosp., N. D.*) Involutional psychotic reactions. *J. Lancet*, 1956, 76, 8-10.—The prognosis is poorer for patients with involutional paranoid features than for those with predominantly depressive features. Paranoid patients generally have a history of insecurity since childhood. "With the stress of the

involutional period, the established defensive patterns prove inadequate and the more extreme patterns, well organized persecutory delusions, and misinterpretations of the paranoid psychosis are utilized."—G. K. Morlan.

7520. Hersov, L. A. (*Maudsley Hosp., London, Eng.*) A case of childhood pellagra with psychosis. *J. ment. Sci.*, 1955, 101, 878-883.—A metabolic peculiarity resulting in increased need for nicotinamide was the possible cause—response to nicotinamide was satisfactory and psychological tests showed no evidence of deterioration. 22 references.—W. L. Wilkins.

7521. Kaplan, Oscar J. (Ed.) (*San Diego State Coll., Calif.*) Mental disorders in later life. (2d ed.) Stanford, Calif.: Stanford University Press, 1956. ix, 508 p. \$7.50.—19 chapters by authors from many sciences and professions are focussed on the mental disorders of later life. The largest chapters are those reviewing the psychological and sociological aspects. Facts are presented by means of tables, graphs and photographs and the individual chapters contain their own bibliographies. The total subject matter ranges from considerations of the genetic, physiological and social origins of the mental disorders through descriptions of the manifestations of the various disease entities. Therapeutic and prophylactic methods are also reviewed.—J. E. Birren.

7522. Keehn, J. D. (*American U., Beirut, Lebanon*.) An investigation into the value of "objective test psychoticism" in predicting response to insulin coma therapy. *J. ment. Sci.*, 1955, 101, 871-877.—Either Eysenck's tests of psychoticism are not valid measures of psychoticism or pre-treatment degree of psychosis is not predictive of response to this form of therapy. 47 references.—W. L. Wilkins.

7523. Kovitz, B., Carter, J. T., & Addison, W. P. (*Columbus State Hosp., O.*) A comparison of chlorpromazine and reserpine in chronic psychosis. *A.M.A. Arch. Neurol Psychiat.*, 1955, 74, 467-471.—Clinical, medical, electroencephalographic, and psychometric studies of 150 custodial patients (127 chronic schizophrenics) indicate improvement via drug therapy as contrasted with placebo administration. Thorazine "produced a slight but significant increase in the intelligence test scores . . . presumably through diminishing anxiety." Results were best in those with persistent tension, strong affect, and efforts to maintain self-esteem. The drugs cannot replace adequate "therapeutic attention to . . . underlying problems."—L. A. Pennington.

7524. Kral, V. A. (*Verdun Protestant Hosp., Montreal, Can.*), & Elvidge, A. R. Four years' experience with prefrontal lobotomy. *Amer. J. Psychiat.*, 1955, 121, 375-381.—An assorted group of 100 psychotic patients were studied following bilateral prefrontal lobotomy. Theoretical consideration of the dynamics of this operation is considered.—N. H. Pronko.

7525. Lorenz, Maria. Expressive behavior and language patterns. *Psychiatry*, 1955, 18, 353-366.—The language of 4 groups of 10 patients each evaluated clinically and psychologically as typical hysteric, obsessive-compulsive, manic, and paranoid schizophrenic reaction types, was studied in a preliminary survey as to recurrent language characteristics of re-

corded interviews. The language of each group is briefly examined and illustrated with excerpts. The observations presented are descriptive rather than quantitative. Certain differentiating features were found to occur predominantly in each group.—C. T. Bever.

7526. MacGillivray, Ronald C. (*Little Plumstead Hosp., Norfolk, Eng.*) The larval psychosis of idiocy. *Amer. J. ment. Defic.*, 1956, 60, 570-574.—A review is given of the literature on the syndrome psychosis with idiocy. Eleven cases of this type were found in an examination of two hundred and nine idiot patients. The name "larval psychosis of idiocy" is suggested by the author "for the condition which may be of either hyperkinetic or hypokinetic type." A discussion is presented of the possible etiology of the condition. 34 references.—V. M. Standt.

7527. Malzberg, Benjamin. (*New York State Dept. Ment. Hyg., Albany.*) Use of alcohol among white and negro mental patients. Comparative statistics of first admissions to New York State Hospitals for Mental Disease, 1939-1941. *Quart. J. Stud. Alcohol*, 1955, 16, 668-674.—Selective social factors operate differently among immigrants and internal migrants. Negroes have more intemperance among first admissions, especially Negro females, although males far outnumber females in intemperance. Paresis admissions show very high intemperance rates. Negroes and whites born in New York State had more intemperance than those born elsewhere in the United States and still more than foreign born first admissions.—W. L. Wilkins.

7528. Meng, Heinrich, & Stern, Erich. Organ-psychosis. *Psychoanal. Rev.*, 1955, 42, 428-434.—Every physical illness of extended duration, resistant to usual methods of treatment must be considered a psychological problem. The endocrine system is the biologic substratum of the drive and affect cathexis of the ego; the digestive tract is the carrier of the earliest predecessors of instinctive sexual drives. In puberty the stability of the ego is shaken and in the course of the regression to infantile levels the endocrines and the digestive tract are afflicted. 47 references.—D. Prager.

7529. Mirin, Bernard. (*Clark U., Worcester, Mass.*) The formal aspects of schizophrenic verbal communication. *Genet. Psychol. Monogr.*, 1955, 52, 149-190.—Each of 30 male schizophrenics and 20 normal male adults was asked to relate a short story in a situation where an argumentative interlocutor disagreed with the S's story. The schizophrenic and normal S's were compared on three aspects of verbal communication: task orientation, social reactivity, and linguistic thought. The obtained data are interpreted as indicating that the schizophrenic's "inadequacy in communicating with others is an expression of (a) the undifferentiatedness of inner and external speech, and (b) the inability to take the role of the 'generalized other.' With a heightening of autistic activity there is a lessening of the degree of differentiation between inner and external speech and between one's ego and his surrounding world." 29 references.—G. G. Thompson.

7530. Modena, Giancarlo. Considerazioni e rilievi statistici su una terapia un poco dimenticata: lo shock cardiazolico. (Considerations and statistical data on a somewhat forgotten therapy: the

cardiazol shock.) *Neurone*, 1955, 3, 33-38.—Statistical data on 158 cases (46 schizophrenia, 23 phrenasthenia, 52 mania, 26 confusional states and 11 "arrest" states) would indicate the effectiveness of von Meduna cardiazol shock therapy. While the use of other methods requires prolonged treatment, not immune to dangers, the von Meduna therapy results in considerable improvement with few shocks. A greater use of cardiazol shock therapy for excitement states is recommended. French summary.—A. Manoil.

7531. Orens, Martin H. Setting a termination date—an impetus to analysis. *J. Amer. psychoanal. Ass.*, 1955, 3, 651-665.—A postpartum depressive had pressing problems concerning the female castration complex. During analysis she had a second child without depression and requested discharge. After the termination date had been set, there was a flow of previously unknown material leading to the uncovering of deeper layers of the unconscious. The importance of finding out the meaning of the analytic situation and the end of the analysis was stressed.—D. Prager.

7532. Orme, J. E. (*Crichton Royal, Dumfries, Scotland.*) Intellectual and Rorschach test performances of a group of senile dementia patients and of a group of elderly depressives. *J. ment. Sci.*, 1955, 101, 863-870.—A more basic characteristic of senile dementia than disturbance of intellectual functioning is decline in verbal ability, and the notion of deterioration in old age should be modified to allow for this. Nine Rorschach scoring categories differentiate the depressives from the dementia patients. 25 references.—W. L. Wilkins.

7533. Peters, Henry N. (*Jefferson Barracks, Mo.*) Learning as a treatment method in chronic schizophrenia. *Amer. J. occup. Ther.*, 1955, 9, 185-189; 201.—A description of the method of using learning treatment in an O.T. setting with chronic schizophrenics. Group I was required to do intensive problem-solving for a half-hour during O.T. period while Group II was given only the O.T. program. The results from these experiments indicated that the problem-solving tasks were beneficial, resulting in an increase in the O.T. work performance of the patients in Group I while those in Group II showed an actual decrease in performance. After treatment program was completed, Group I also did better than Group III (control group) which received no special treatment, while Group II with only intensive O.T. did relatively less well than the controls which suggests that without the stimulation of learning (mental activity) the O.T. in itself is not likely to improve the patients' mental condition.—M. A. Seidenfeld.

7534. Piotrowski, Zygmunt A. (*Box 1000, Princeton, N. J.*) A defense attitude associated with improvement in schizophrenia and measurable with a modified Rorschach test. *J. nerv. ment. Dis.*, 1955, 122, 36-41.—50 adult schizophrenic patients were re-examined with the Rorschach after an average interval of 5.6 years. Change of clinical status in the follow-up period and changes in the alpha scale score are indicated, discussed and theoretically evaluated. It is concluded that "the over-control implied in high alpha scores indicated good resistance against schizophrenia."—N. H. Pronko.

7535. Rinaldi, F., Rudy, L. H., & Himwich, H. E. The use of Frenquel in the treatment of disturbed patients with psychoses of long duration. *Amer. J. Psychiat.*, 1955, 121, 343-348.—In a double-blind study of the effect of Frenquel on 39 chronically hospitalized patients, the investigators were unaware of whether patients received Placebo or Frenquel until after their evaluation of the patients' status. Significant improvement was noted despite the chronicity of psychosis. The drug is recommended for further use with psychotic patients.—N. H. Pronko.

7536. Rodnight, R., & McIlwain, H. (Maudsley Hosp., London, Eng.) Indicanuria and the psychosis of a pellagrin. *J. ment. Sci.*, 1955, 101, 884-889.—The Hersov case showed high persistent indicanuria, excreting about 280 mg./day of indican, the average being less than 100 mg. The relation to mental disorder is suggested as due to a diversion of tryptophane metabolism from more essential routes. Peculiar feeding habits can be diagnostic of not only nutritive disturbance but also of a protective reaction. 23 references.—W. L. Wilkins.

7537. Rosenfeld, Rudolph. (Oregon State Hosp., Salem.) Mental changes observed in 152 psychotic and non-psychotic patients during INH medication. *Dis. Chest*, 1955, 27, 558-562.—152 patients were observed in regard to mental changes during INH medication. 149 had been mentally ill before INH treatment. Three developed acute psychosis during medication which had been instituted at the time of extensive chest surgery. Of the 149, 25 improved mentally during treatment and two deteriorated but improved again after discontinuation of the drug. The three who had been mentally normal before INH treatment became so again after discontinuation. In one of the three cases INH was reinstituted and the patient remained in good health.—B. M. Stewart.

7538. Rosenzweig, Norman. (U. Michigan, Ann Arbor.) A mechanism in schizophrenia; a theoretical formulation. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 544-555.—Drawing from the writings of Bleuler and Cannon the author, from clinical practice, hypothesizes that schizophrenia is a disturbance in biological homeostasis resulting from a failure in a central integrating mechanism. Clinical and experimental findings on schizophrenia are reviewed from this angle. 29 references.—L. A. Pennington.

7539. Shechtman, Joseph. Clinical conference: a case of severe emotional disorder associated with neurodermatitis. *J. Hillside Hosp.*, 1955, 4, 218-252.—The case of a 21 year old single female college student with an acute psychotic reaction precipitated by being discovered masturbating, was presented February 7, 1954, at Hillside Hospital.—C. T. Bever.

7540. Shugart, George, & Loomis, Earl A. Psychodrama with parents of hospitalized schizophrenic children. *Group Psychother.*, 1954, 7, 118-124.

7541. Silverman, Samuel (VA Hosp., Boston, Mass.), & Mutter, Arthur Z. Supervision in psychotherapy of schizophrenia: I. *Amer. J. Psychiat.*, 1955, 112, 436-442.—A case of schizophrenia with severe catatonia is presented in detail to show the successive problems during supervised psycho-

therapy as they were manifested, understood and handled.—N. H. Pronko.

7542. Starer, Emanuel. (VA Hosp., Coatesville, Pa.) Cultural symbolism: a validity study. *J. consult. Psychol.*, 1955, 19, 453-454.—The present study, done on male and female psychotic patients in "varying degrees of remission," was designed to test an hypothesis that objects which were "elongated, pointed, or angular will be categorized as male" while those objects which were "round and containing in nature will be categorized as female." The results of the current investigation "... appear to support the hypothesis that there may be a symbolism in any particular culture which is generally accepted by those who are functioning relatively effectively. The possibility is raised that the inability of certain individuals to adapt to and accept cultural symbolism results in emotional disturbance."—A. J. Bachrach.

7543. Tec, Leon. A schizophrenic child becomes adolescent. *J. nerv. ment. Dis.*, 1955, 122, 105.—Abstract and discussion.

7544. Thomas, Rose Cooper. Mother-daughter relationships and social behavior. Washington, D. C.: Catholic University of America Press, 1955. xiii, 369 p. \$4.00. (Cath. Univ. Amer. Soc. Wk Ser. No. 21.)—Case study and intensive interview of the patient and her mother for 18 Negro female schizophrenics at St. Elizabeths Hospital in Washington, D. C., with implications for the mental health climate of the home with a submissive or a rebellious daughter. The majority of the mothers of the schizophrenics had had themselves unusual home environments, as most had not been reared by their own mothers or fathers, and not a single mother felt she had been loved by her own mother. Maladaptation to social living has its source for girls in their relationships to their mothers. 73-item bibliography.—W. L. Wilkins.

7545. Turner, William J. (Central Islip State Hosp., Central Islip, N. Y.), Merlis, Sidney, & Carl, Ann. Concerning theories of indoles in schizophrenogenesis. *Amer. J. Psychiat.*, 1955, 112, 466-467.—The actions of hashish, harmine, ibogaine, adrenochrome and bufotenine is examined in the light of a current theory that a biochemical disturbance causes and maintains schizophrenic reactions. It is concluded that this theory does not receive support from such an analysis.—N. H. Pronko.

7546. Unterberger, Hilma, & Olshansky, Simon S. Vocational rehabilitation and the psychotic patient. *J. Rehabil.*, 1955, 21(1), 7-9.—There appears to be a serious discrepancy between the number of mentally ill who have been given vocational rehabilitation and those who might profit from such a program. A number of reasons for this wide difference between the needed and the proffered service in this area are discussed. The provision of personnel more adequately trained to deal with the problems of the mentally ill, with greater skill in appraising their capacity for training and reemployment, and with greater opportunity to work in the hospital environment are suggested as possible solutions to the existing deficiencies in the rehabilitation of the psychotic.—M. A. Seidenfeld.

7547. Walters, Orville S. A methodological critique of Freud's Schreber analysis. *Psychoanal.*

Rev., 1955, 42, 321-342.—Homosexual conflict is observed in only a limited portion of paranoid patients studied. Freud's theory that all paranoia is the result of unconscious homosexual conflict obstructs progress toward the clearer understanding of paranoia as a symptom complex with diverse etiology. 100 references.—D. Prager.

7548. Wertheimer, Nancy, & Wertheimer, Michael. (Wesleyan U., Middletown, Conn.) **Capillary structure: its relation to psychiatric diagnosis and morphology.** *J. nerv. ment. Dis.*, 1955, 122, 14-27.—Psychotic patients, normals, and children were rated on four scales for rating capillary structures at the nailfold. These ratings between groups and diagnostic group differences within the schizophrenic category are discussed and evaluated.—N. H. Pronko.

7549. Wiedorn, William S. (L.S.U. Med. Sch., New Orleans, La.) **Psychological effects of cortisone in acute catatonic excitement.** *Amer. J. Psychiat.*, 1955, 112, 457-459.—A case report is presented of a patient with acute catatonic excitement in whom dramatic psychological changes were observed.—N. H. Pronko.

(See also abstracts 6988, 7000, 7006, 7220, 7298, 7356, 7366, 7388)

PSYCHONEUROSES

7550. Barua, M. **Freud and Horney on anxiety and neurosis.** *Samikshā*, 1955, 9, 93-103.—Horney's approach is more effective clinically, but the author does not feel qualified to pass judgment about the theoretical issues.—D. Prager.

7551. Brill, Norman Q., & Beebe, Gilbert W. **A follow-up study of war neuroses.** Washington, D. C.: Department of Medicine and Surgery, Veterans Administration, 1955. xviii, 393 p.—A selected sample of 985 men from the Army and 490 men from the Navy, admitted to military hospitals during 1944 for varied psychoneurotic disorders, was the basis for this study. The data are presented in 5 sections: basic findings; analysis of follow-up data; analysis of military experience; analysis of preservice period; and implications for induction, utilization, and disposition policies. The conclusions are that marginal psychiatric groups can be used in the armed services, that the psychiatric examination given at induction is of limited value, and that the net effect of breakdown in service as seen 5 years later shows "relatively little change in those who were previously normal or overtly neurotic and a moderate worsening of the emotional health of those with personality disorders, neurotic traits, and suggestive neuroses."—H. D. Arbitman.

7552. Catterji, N. N. **Psychology of obsession and compulsion.** *Indian J. Psychol.*, 1954, 29, 175-179.—Freud believes that the obsessive-compulsive patient regresses to an anal level of instinctive life because of rejection by parent of opposite sex at the genital level. The anal regression serves as a defense against genital conflicts. The present author believes, on the basis of analyses of obsessive patients, that their genital development is weak, and that they are instinctively impelled to conceive of personal relations, even at a genital level, in scatological terms—hence their oscillation between love and hate at the

genital level. The superego, detecting the patient's fondness for feces, commands him to seek genital pleasures as a defense.—H. Wunderlich.

7553. Eitinger, L. **Studies in neuroses.** *Acta psychiat., Kbh.*, 1955, Suppl. 101, 47 p.—123 patients were examined in follow-up 10 years later. About one third showed very satisfactory results and one fifth showed satisfactory results, while about one half showed unsatisfactory results. Prognostications may be made from duration of illness and duration of treatment. Low intelligence makes prognosis worse. Patients with a pathological premorbid personality have a much worse prognosis. Age and heredity are of no prognostic value. The environment on discharge and where the patient lives on follow-up are very important. 42 references.—D. Prager.

7554. Field, M. J. (Barrow Hosp., Bristol, Eng.) **Witchcraft as a primitive interpretation of mental disorder.** *J. ment. Sci.*, 1955, 101, 826-833.—Gold Coast witchcraft is related to neurosis and the increase in neurosis there has brought an increasing preoccupation with witches. Confessed witches are depressives; simple bewitchment does not involve neurosis; malignant bewitchment involves anxiety-ridden people. Practitioners who care for the bewitched are generally primitive but very effective psychotherapists. It is inferred that the agitated depressive of present day practice may have been the guilt-ridden self-accusing witch of several centuries ago.—W. L. Wilkins.

7555. Furtado, Diogo. **An unusual case of hysteria.** *J. clin. exp. Psychopath.*, 1955, 16, 300-306.—The present infrequency of 'conversion hysteria' as a diagnostic category may be attributed to the variety of practical methods that permit a rapid diagnosis and removal of accompanying spectacular phenomena. French and Spanish summaries.—S. Kavrick.

7556. Lief, Harold I. **Sensory association in the selection of phobic objects.** *Psychiatry*, 1955, 18, 331-338.—The phobic object may be chosen through symbolic association with unconscious fantasies and conflicts or may be related to sensory cues present at the time of the phobia as illustrated by case histories. The development of a phobia is summarized in 7 stages. The symbolic and the sensory may be mingled; the former aspect has received predominant attention but the latter is readily understood and accepted by patients. Therefore, it offers an important avenue for approaching the unconscious conflict.—C. T. Bever.

7557. Lowenhaupt, Elizabeth. **Two cases of chicken phobia.** *J. Hillside Hosp.*, 1955, 4, 211-217.—The chicken phobia was a prominent symptom though not a presenting complaint in these two passive young men with strong feminine identifications and evidences of severe castration anxiety. Symbolic and totem implications of the chicken are reexamined. 16 references.—C. T. Bever.

7558. Meininger, J. V. **De begripen ruimte en tijd in de psychopathologie.** (The concepts of space and time in psychopathology.) *Ned. Tijdschr. Psychol.*, 1955, 10, 552-561.—A philosophical discussion of pathological disturbances in the experience of space and time as they are characteristic of various forms of neurosis. Disturbance of the space factor is regarded as typical for hysterical, of the time factor as

typical for psychasthenic and compulsive disorders.—R. H. Houwink.

7559. Rosenberg, Maximilian. *Stirnhirnsyndrom oder "Neurose"? Beitrag zur Aufhellung mancher Versagensreaktionen bei sogenannten Neurosen.* (Frontal lobe syndrome or neurosis? Contribution to the elucidation of some reactions in so-called neuroses.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 274-276.—"We can see 'neuroses' from basically no other view point than that of organic neuropathology." This is illustrated by a patient with an old frontal lobe injury who suffered from transient aphasia due to "epileptoid states" in which compensatory mechanisms were lost.—C. T. Bever.

7560. Schlaegel, T. F., Jr., & Quilala, F. V. *Hysterical amblyopia.* *A.M.A. Arch. Ophthalmol.*, 1955, 54, 875-884.—The tubular fields of hysteria are easily diagnosed since (1) they are the same size regardless of distance; (2) the borders are very sharp; (3) the field is circular. The method of field taking appears to play no role in the incidence of tubular fields. They occurred in 5.25% of the 42 cases studied. Reduced acuity was the commonest complaint. 113 references.—S. Renshaw.

7561. Schmeer, G., & Klüwer, K. *Vorschlag eines Anamnese-schemas zur praktischen und wissenschaftlichen Beurteilung von Kinderneurosen.* (Suggestion of an anamnestic schema for the applied and scientific evaluation of childhood neuroses.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 193-201.—In order to avoid interference of the therapist's subjective biases in taking social histories, a systematic, questionnaire-type anamnestic schema is proposed. It offers for review a variety of possible traumatic and non-traumatic developmental data on a multiple choice basis, to facilitate selection of diagnostic data. 43 references.—E. Schwerin.

(See also abstracts 7068, 7220, 7253, 7298, 7356, 7366, 7388)

PSYCHOSOMATICS

7562. Alexander, Franz, & Visotsky, Harold. *Psychosomatic study of a case of asthma.* *Psychosom. Med.*, 1955, 17, 470-472.—Case report of a 76 year old widow who developed the first asthmatic reaction at the age of 72. Medical, laboratory, and psychodynamic findings are given.—L. A. Pennington.

7563. Barendregt, J. T. "Cross-validatie" van een toetsing van de hypothese der psychosomatische specificiteit. (Cross-validation of a test of the hypothesis of psychosomatic specificity.) *Ned. Tijdschr. Psychol.*, 1956, 11, 1-9.—A cross-validation of the results of earlier investigations of the relation between certain behavior characteristics and certain somatic illnesses, consisting of an analysis and comparison of the Rorschach patterns of Asthma and Ulcer patients, yielded positive results. From this finding a support is derived for the general hypothesis of psychosomatic specificity.—R. H. Houwink.

7564. Bernstein, Stanley, & Detre, Thomas. *The effects of serpasil on homeostasis in patients presenting psychosomatic symptoms.* *J. nerv. ment. Dis.*, 1955, 122, 104-105.—Abstract and discussion.

7565. Biermann, Gerd. *Erbrechen und Nabelkoliken (2. Teil).* (Vomiting and abdominal colic; pt. 2.) *Psyche, Heidel.*, 1955, 9, 537-559.—Rorschach studies of 5 preadolescent girls with vomiting and enteralgia showed narcissistic cathexis of their body image as indicated by an above average percentage of anatomy responses. This was associated with a lowered F plus percentage and perseveration of responses. In all cases the girls' mothers had rejected their daughters' emergent sexuality, and this, together with other negative influences, had led to the association of sexuality with considerable anxiety. Surgical attempts to relieve abdominal pain associated with projection of the conflict on the body interior only tend to fix the physical symptom. Group psychotherapy, centered around understanding of sexuality, has been found effective. English summary. (See 30: 6190.)—E. W. Eng.

7566. Cohn, Ruth C. *An approach to psychosomatic analysis.* *Psychoanalysis*, 1955, 3(2), 58-67.—Elsa Gindler's physical re-education techniques may profitably supplement analytic techniques. "What do you sense of yourself?" and "What messages come from your body?" are questions belonging in every analysis. Awareness of sensations precedes developmentally awareness of meanings. Explosive and deep transference phenomena point to the need for extreme caution and intensive training before this method is employed by the analyst.—D. Prager.

7567. Crasilneck, Harold B., Stirman, Jerry A., Wilson, Ben J., McCranie, Erasmus J., & Fogelman, Morris J. *Use of hypnosis in the management of patients with burns.* *J. Amer. med. Ass.*, 1955, 158, 103-106.—Hypnotic and posthypnotic suggestion were successfully used in burned patients as an anesthetic agent and as an analgesic. 8 patients were included in the present study, 6 of whom were excellent hypnotic subjects; however, the other 2 were not amenable to this therapy. Suggestion during hypnosis was used to stimulate tremendous appetites in persons otherwise not inclined to eat. Furthermore, suggestions were made to provide motivation to use and exercise injured parts previously immobilized by pain. Hypnosis was successful as a psychotherapeutic agent in correcting some of the detrimental emotional responses and psychological adaptation mechanisms to thermal injury. The potential value of hypnosis in severely burned or chronically ill persons is to be investigated further.—C. Müller.

7568. Entralgo, Pedro L. (U. Madrid, Spain.) *Mind and body; psychosomatic pathology: a short history of the evolution of medical thought.* New York: P. J. Kenedy & Sons, 1956. xix, 150 p. \$3.50.—The volume's 5 chapters trace the development of modern attitudes toward disease as well as describe in a documentary fashion for historical eras the concepts of illness in primitive cultures, in ancient Greece, in Galen and his work, in "occidental" medicine, and subsequent to Freud and his recent influence.—L. A. Pennington.

7569. Eppright, Ercel S., Swanson, Pearl, & Iverson, Carrol A. (Eds.) (Iowa State Coll., Ames.) *Weight control; a collection of papers presented at the weight control colloquium.* Ames, Ia.: The Iowa State College Press, 1955. viii, 244 p. \$2.50.—A collection of papers presented at the

Weight Control Colloquium. 8 papers are abstracted (see 30: 7003, 7571, 7581, 7582, 7586, 7588, 7589, 7593).—J. Brožek.

7570. Falstein, Eugene I., & Judas, Ilse. (Michael Reese Hosp., Chicago, Ill.) Juvenile diabetes and its psychiatric implications. *Amer. J. Orthopsychiat.*, 1955, 25, 330-342.—Case reports of two diabetic children are given in detail and examined from the point of view of the relationship of emotional disturbances to the onset and the course of the diabetes, the personality structure of the diabetic, and emotional reactions to the diabetic management. In one case the development of the highly pathological mother-child relationship resulting from the diabetic management is clearly demonstrated. In the other, the relationship between anxiety and diabetic symptomatology is illustrated. The early diagnosis of psychosomatic disease and its somatic management is discussed with a view to the prevention of the development of the pathological mother-child relationship that often makes the cure worse than the disease. 23 references.—R. E. Perl.

7571. Gordon, Edgar S. (U. Wisconsin, Madison.) Metabolic and endocrine factors in weight control. In *Epiphany, et al., Weight control . . .* (see 30: 7569), 160-165.—"In formulating an overall concept of weight control, it is important to recognize the many factors, endocrine, metabolic, psychological, and nutritional, which may modify the tendency to gain or lose weight or which may serve to change the distribution of fat in the animal body." "Emotional influences have a modifying effect upon the intake of food and thereby are capable of producing either an abnormal gain or an abnormal loss of weight."—J. Brožek.

7572. Gross, Llewellyn. Society, maternal behavior, and gastro-intestinal disorders. *Psychiat. Quart. Suppl.*, 1955, 29, 23-35.—An attempt is made to trace the origins of peptic ulcer and ulcerative colitis from childhood experiences and maternal behavior to the conflicting pressures of society and culture.—D. Prager.

7573. Hose, W., Cremerius, J., Elhardt, S., & Kilian, H. Ergebnisse der Psychosomatischen Diabetes-Forschung. (Findings from psychosomatic research in diabetes.) *Psyche, Heidel.*, 1955, 9, 815-840.—Comprehensive review of literature on following main topics: psychological influences on blood and urine sugar levels; influence of psychic factors on the course of diabetes; psychic factors in the aetiology of diabetes; the "diabetic personality"; physiological studies of diabetics' responses following stress interviews; life histories of diabetics, with a comparison of younger and older age groups; psychoanalyses of diabetics; depressive structures, psychotic depression, and diabetes. To be followed by 2 papers on therapy and aetiological theory in connection with diabetes. 136 references.—E. W. Eng.

7574. Ivey, Evelyn Parker. (24 Elm St., Morristown, N. J.) Emotional factors in children with heart disease. *J. med. Soc. N. J.*, 1954, 51, 523-527.—An understanding of the way in which illness and disability affect children is necessary in parents and all professional personnel dealing with the ill child. Emotional needs of the child with heart disease are reviewed; the effect of parents' attitudes toward the child's illness and disability is explained. Dr. Ivey

stresses the need for preventive mental hygiene for all children experiencing illness or physical disability.—(Courtesy of *Rehabilit. Lit.*)

7575. Kenton, Charlotte. (Comp.) Psychology of the patient with diabetes mellitus; a selection of references; 1950-June, 1955. Bethesda, Md.: U. S. National Institutes of Health Library, 1955. 5 p. (Mimeo.)—54-item bibliography.

7576. Kral, V. A. (1025 Pine Ave. West, Montreal 2, Quebec, Can.) Postischemic dementia. *J. nerv. ment. Dis.*, 1955, 122, 83-88.—This is a follow-up report on a young man of 23 who 7 years previously suffered circulatory arrest for 4.5 minutes during an abdominal operation. Secondary changes in the patient's mental condition are treated at some length.—N. H. Pronko.

7577. LeShan, Lawrence & Worthington, Richard E. Some psychologic correlates of neoplastic disease: a preliminary report. *J. clin. exp. Psychopath.*, 1955, 16, 281-288.—"Personality patterns of 152 patients with neoplastic disease were studied by means of a projective test, the Worthington Personal History. Three factors were found which differentiated the protocols of the cancer patients and those of the controls. These were (1) the loss of an important relationship before the diagnosis of cancer; (2) an inability to express hostile feelings; and (3) tension over the death of a parent, usually an event which had occurred many years previously." 18 references. French and Spanish summaries.—S. Kavruck.

7578. Lidz, Theodore. (Yale U., New Haven, Conn.) Emotional factors in the etiology of hyperthyroidism occurring in relation to pregnancy; summary of eleven cases. *Psychosom. Med.*, 1955, 17, 420-427.—Clinical study of 11 Ss indicated the "widely held opinion that the illness infrequently starts during pregnancy is erroneous and that, to the contrary, it is a period of special vulnerability." All Ss studied were suffering from marked emotional problems. It is suggested that emotional disturbances "play an essential role in the etiology of hyperthyroidism."—L. A. Pennington.

7579. Lozenz, Thomas H., Calden, George, & Ousley, Joseph. (V.A. Hosp., Madison, Wis.) A study of effects of isoniazid on the emotions of tuberculous patients. *Amer. Rev. Tuberc.*, 1953, 68, 523-534.—15 randomly chosen patients were studied, utilizing (1) introspective reports, (2) clinical evaluations, (3) psychological tests—Guilford STDCR and Madison Sentence-Completion Form items—and (4) pain threshold determinations. "Neither consistent nor significant emotional changes were found." Emotional changes reported in previous studies might have been due to (1) suggestive and placebo effects of a new therapeutic agent, (2) use of moribund patients, and (3) subjectivity of measures. The present study does find differences between introspective appraisals and those of trained observers and of objective tests.—S. E. Vineberg.

7580. Lourie, Reginald S. (George Washington U. Sch. Med., Washington, D. C.) Experience with therapy of psychosomatic problems in infants. In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 254-266.—Management as well as dynamics is described for 14 children with severe psychosomatic symptoms. The chief mechanisms

used by the children were denial and projection. The function of the symptom was apparently of such importance to the organism that it took precedence over the homeostatic mechanisms of the body. Spitz's therapeutic suggestions are considered optimal. 17 references.—*W. L. Wilkins.*

7581. Mayer, Jean. (Harvard U., Cambridge, Mass.) Regulation of food intake and the multiple etiology of obesity. In *Eppright, et al., Weight control . . .*, (see 30: 7569), 29-48.—The "explanation" of obesity by overeating is considered totally inadequate. The frequent failure of customary therapeutic methods of weight reduction dramatizes the need of research for the more basic causes and mechanisms of obesity. The etiological factors are divided into genetic, traumatic (chemical or surgical), and environmental. Three types of obesity are distinguished: (1) metabolic, with lesions involving biochemical mechanisms, (2) regulatory, involving dysfunction of the central nervous regulation, and (3) inactivity, resulting from a mode of life characterized by a low energy expenditure and only a relative hyperphagia. Profound differences in metabolic patterns of 3 forms of obesity (genetic, goldthioglucose, hypothalamic) are described in detail, including the way in which the animals arrive at a positive energy balance.—*J. Brožek.*

7582. Mayer, Jean. (Harvard U., Cambridge, Mass.) The role of exercise and activity in weight control. In *Eppright, et al., Weight control . . .*, (see 30: 7569), 199-210.—Inactivity is considered as "the most important factor explaining the frequency of 'creeping' overweight in modern Western societies." Adaptation to the highly mechanized sedentary conditions of modern life "without development of obesity means that either the individual will have to step up his activity or that he will be mildly or acutely hungry all his life." "A reorganization of one's life to include regular exercise adapted to one's physical potentialities is a justified return to the wisdom of the ages."—*J. Brožek.*

7583. Milberg, Irving L. (The Workshop in Group Psychoanalysis, New York.) Group psychotherapy in the treatment of some neurodermatoses. *Int. J. group Psychother.*, 1956, 6, 53-60.—Describes the effects of group psychotherapy in private practice as applied to 54 patients with various neurodermatoses. Following a series of individual treatment hours (4 to 11), patients were assigned to groups which were usually composed of six patients. Sessions were held twice a week. The method yielded encouraging results and seems to warrant further study to gain better understanding of both the etiological and therapeutic mechanisms involved in these conditions. 26 references.—*H. H. Strupp.*

7584. Miller, Hyman, & Baruch, Dorothy. (U. California Med. Sch., Los Angeles, Calif.) Allergies. In *Slavson, S. R., The fields of group psychotherapy*, (see 30: 7314), 108-128.—In treating the allergic patient, the therapist must deal with his affect hunger, his fear of rejection, he must reduce the patient's anxiety, and help him to express his anger. In all these areas group psychotherapy has inherent value. In addition, group psychotherapy with parents of allergic children is judged promising. The mother of the allergic child is often an immature, sadomasochistic person, and the father a passive-dependent

individual. Therapeutic work proceeds on a reality basis by reducing the mother's compulsive overprotection, freeing the father, and by fostering a greater acceptance of the child's hostility by both parents. Short case histories are presented. 17 references.—*H. H. Strupp.*

7585. Simmons, Harold E. The psychosomatic aspects of cancer. Washington: Peabody Press, 1956. iii, 53 p. \$1.00.—Both a review of the literature and the lives of famous persons support the theory that emotions are related to the cause of cancer. It appears that particular types of personality damage result in cancer at particular sites because of the sort of glandular malfunction that is induced. Concludes that emotions appear to play so large a part in the cancer causative process, it would seem logical that the behavioral sciences should be represented in research.—*M. Bard.*

7586. Simmons, William D. (Dept. of Public Health, Berkeley, Calif.) Group methods in weight reduction. In *Eppright, et al., Weight control . . .*, (see 30: 7569), 219-230.—Report on a four-year study of the use of group methods as an aid to weight reduction, motivated by the fact that previous attempts to help overweight individuals concentrated on the diet as such, neglecting the human factors. Some 450 women participated in 30 different groups led by leaders drawn from various professions. The results are presented in terms of weight loss during the study period (16 meetings held once a week) and follow-up to 3 years. It was felt that the greatest potential of the method may lie in the application of group approach in preventive programs.—*J. Brožek.*

7587. Stein, Aaron. (Mt. Sinai Hosp., New York.) Psychosomatic disorders. In *Slavson, S. R., The fields of group psychotherapy*, (see 30: 7314), 40-58.—Group psychotherapy is one of the effective forms of psychotherapy in treating psychosomatic illness in that it provides immediate and effective support for the "weakened and fragmented" egos of these patients. The author cites specific conditions in which group psychotherapy has been effective, and considers in some detail a research project applying group psychotherapy to psychosomatic conditions at Mt. Sinai Hospital. 42 references.—*H. H. Strupp.*

7588. Suczek, Robert. (Kaiser Foundation Hosp., Oakland, Calif.) Psychological aspects of weight reduction. In *Eppright, et al., Weight control . . .*, (see 30: 7569), 157-159.—A sample of 100 overweight women who volunteered for a group weight reduction program was examined in reference to (1) the fat person's personality and (2) any changes associated with the participation in the program. The women stressed strength, responsibility and generosity as the major traits. The facade of power and independence was interpreted by the author as a denial of underlying fears of weakness, helplessness and passivity. The women presented themselves as free of conflict, not ready to admit or recognize ambivalence about themselves and, consequently, likely to resist change in behavior and self-appraisal. This is what was actually found on comparing the results obtained before and at the end of the 16-week period.—*J. Brožek.*

7589. Swanson, Pearl; Roberts, Harriett; Willis, Elisabeth; Pesek, Isabel, & Mairs, Pauline. (Iowa

State Coll., Ames.) **Food intake and body weight of older women.** In *Eppright, et al., Weight control . . .*, (see 30: 7569), 80-96.—Relative weight as well as age appeared to be related to the number of physical discomforts of which the women complained. The women "who were definitely overweight not only reported more symptoms that might be considered characteristic of sub-optimal health than did the individuals who were of normal weight, but reported their occurrence earlier in life. It seems significant that no increase in the average number of ailments reported among women of normal weight occurred until after the aging process definitely was exerting its effect."—*J. Brožek.*

7590. **Tedesco, Joseph F.** (*V.A. Hosp., Castle Pt., N. Y.*) **A study of irregular discharges in a Veterans Administration Hospital.** *Amer. Rev. Tuberc.*, 1953, 68, 393-399.—An analysis of 100 irregular discharges reveals that 56 of the patients had records of previous irregular discharge; 57 left the hospital during the first 6 months—85 within the first year. Social service records attribute departures primarily to personality problems, and to difficulties at home. Evidently only a small percentage of irregular discharges can be attributed to factors originating in the hospital.—*S. E. Vineberg.*

7591. **Wachtel, Curt S.** **Psycho-medical guide to a lifetime of good health.** New York: Psycho-Medical Library, 1956. 318 p. \$5.00.—"The scope of the book comprises the study and observation of the inner process by which emotional and mental activities are transformed into bodily symptoms and illness. Or, in the opposite direction, the inner process may become somatopsychic, when bodily phenomena and suffering affect the emotional thinking and other mental functions of the patient." Part I deals with transitory symptoms and diseases. Part II considers causal relations between apparently physical conditions and unconscious mental tendencies. "The third and fourth parts of the book deal with disease producing phenomena occurring primarily inside the person's mind."—*N. H. Pronko.*

7592. **Wittkower, Eric D.** (*McGill U., Montreal, Can.*) **Psychological aspects of tuberculosis.** *Amer. Rev. Tuberc.*, 1953, 67, 869-873.—Personality characteristics found in tuberculous patients; typical reactions to diagnosis, treatment, and discharge; and approaches which the hospital staff can adopt to deal with these most effectively are discussed. "A high degree of dependence and difficulties in handling hostilities have been found to be a common central feature in the premorbid personality of tuberculosis patients." However, "no uniform personality type prevails" and many phenomena considered typical of tuberculosis patients are common to patients with other chronic diseases. The importance of recognizing defensive behavior, individualizing treatment, reducing anxieties, and fostering realistic attitudes in patients is stressed.—*S. E. Vineberg.*

7593. **Young, Charlotte M.** (*Cornell U., Ithaca, N. Y.*) **Helping the overweight individual.** In *Eppright, et al., Weight control . . .*, (see 30: 7569), 188-198.—Emotional problems need attention before tackling the weight problems. In persons who are emotionally stable yet become obese because they like food but ignore the relative food values and the role of activity in energy balance, weight reduction is

likely to be successful. Patients with mild emotional problems, who eat to allay their anxiety and to relieve tensions, need consistent emotional support during treatment. The results are frequently discouraging. Attempts at weight reduction in obese individuals with deep emotional problems are almost certain to be futile and may be injurious to the patient's mental health.—*J. Brožek.*

(See also abstracts 7503, 7633)

CLINICAL NEUROLOGY

7594. **Almqvist, Ruben.** **The rhythm of epileptic attacks and its relationship to the menstrual cycle.** *Acta psychiat., Kbh.*, 1955, Suppl. 105, 7-116 p.—No grounds for the assumption of an inherent, special rhythm in the epileptic constitution. Menstrual events are not a primary cause of attack rhythmicity. The rhythm of epileptic attacks may be caused by a cyclic variation in the biochemistry of the organism. We do not yet know precisely the nature of this variation. Biological constants generally find their stabilization in the form of rhythmically recurring events. 31 references.—*D. Prager.*

7595. **Ax, Albert F.** (*U. Washington, Seattle.*), & **Colley, William H.** **Temporal acuity of vision, audition, and touch in psychogenic and neurogenic pathology.** *J. consult. Psychol.*, 1955, 19, 455-461.—". . . Results indicate that temporal acuity thresholds for audition and touch can be measured with sufficient reliability to be useful for the diagnosis of cerebral pathology. The best single indicator is the vision 'error of habituation' which correctly diagnosed 33 cases (76%), using the median as the cut-off point. Vision down trials were almost as good. When the touch variability scores were combined with these two, all three being equally weighted, 35 cases (81%) were correctly classified. . . . Hence, for these samples there is gain in diagnostic power by combining several sense modality acuity thresholds and 'errors of habituation' into a battery."—*A. J. Bachrach.*

7596. **Balf, C. L.** (*U. Edinburgh, Scotland.*), & **Ingram, T. T. S.** **Problems in the classification of cerebral palsy in childhood.** *Brit. med. J.*, 1955, No. 4932, 163-166.—"There is a need for a standard terminology and for a classification which can be employed successfully by all those engaged in the treatment of affected children. The present article presents a neurological classification which we have found useful and compares it to a number of older and contemporary classifications."—(Courtesy of *Bull. Curr. Lit. . . . Handicapped.*)

7597. **Battersby, William S.** **Neuropsychology of higher processes: cerebral damage and visual perception.** In *Brower, D., & Abt, L. E., Progress in clinical psychology, II*, (see 30: 7139), 303-325.—This "survey indicates that there is little evidence of a sharp dissociation between 'sensory' and 'perceptual' deficits, or between 'perceptual' and 'cognitive' dysfunctions after brain injury in man. One can usually distinguish so called 'primary' sensory defects from 'intellectual' dysfunction in the cerebrally injured patient, but the facts show that combinations of these two deficits may produce many forms of altered behavior without necessitating the postulation of an 'associational' defect. Studies on man . . . have pro-

duced results differing considerably from those obtained in the experimental animal." Theories are in need of modification. 114 references.—H. P. David.

7598. Berger, Clyde C. From the library shelf: **habilitative implications in autobiographical writings.** *Cerebral Palsy Rev.*, 1955, 16(6), 22-23.—Reviewing five autobiographies of persons with cerebral palsy (Christy Brown, Earl R. Carlson, John D. McKee, Rolf Thomassen, and Edith Cotton Woods), the observation is made that "the severity of the physical handicap is not the determining factor in clinical improvement or successful life adjustment. Rather, it appears to be the less tangible factors . . . which make for the differences between success and failure in daily living." Factors specifically mentioned are: early opportunity to explore his environment and to experience the realities of life, capitalizing adaptively upon rehabilitative opportunities, and the desire to improve.—T. E. Newland.

7599. Bischler, W. (U. Geneva, Switzerland.) **Histoire de l'épilepsie. L'épilepsie chez les primitifs et les peuples sauvages. L'épilepsie chez les anciens.** (History of epilepsy. Epilepsy among primitive, savage, and ancient people.) *Scientia*, 1955, 90, 295-301.—"The characteristics of epilepsy have caught man's imagination and, in the interpretation of facts, given free recourse to superstition. . . . Doctors, savants, and philosophers have attributed its origin to demonical forces, divine influences, evil spirits, harmful humors, and to other unknown psychic and material origins. Priests and sorcerers have found in epilepsy an excellent object for exercising their magical and therapeutic practices with an admixture of superstition. This study deals with the history, beliefs, customs, rites, superstitions, mores, and practices to which this malady has given rise amongst diverse peoples: Hindus, Babylonians, Egyptians, Hebrews, Greeks, Gauls, and Germans."—N. De Palma.

7600. Block, William E. (New York U.) **A study of somatopsychological relationships in cerebral palsied children.** *Except. Child.*, 1955, 22, 53-59; 77-83.—An attempt to test Phelps's theory that different types of cerebral palsied children have differing personality characteristics. A comparison of a group of 20 spastic children with a group of 18 athetoid children revealed no differences between the groups on variables of self-concept, interpersonal relationships, and attitudes toward disability. The results support Baker's contention that the degree of maladjustment is related to the severity of the disability. The author discusses implications of these findings for theory and practice. 38 references.—J. J. Gallagher.

7601. Bradley, Charles. (U. Oregon Med. Sch., Portland.) **Organic factors in the psychopathology of childhood.** In Hoch, P. H., & Zubin, J., *Psychopathology of childhood*, (see 30: 6961), 82-104.—Next to general behavior pattern, a brain-injured child's performance on psychological tests appears to give the most accurate information as to the fundamental nature of his problem, but cultural and other factors are highly relevant. 35 references.—W. L. Wilkins.

7602. Cazzullo, C. L., & Laricchia, R. (Milan U., Italy.) **Terapia con ormone adrenocorticotropo in un caso di poliradiculonevrite acuta**

atipica. (Therapy with ACTH in a case of acute atypical polyradiculoneuritis.) *Neurone*, 1955, 3, 3-22.—A case of polyradiculoneuritis (Guillain-Barré Syndrome) with mental disturbances (auditory hallucinations, systematized interpretations with reference to the environment) is presented in detail. The administration of ACTH by phlebotoclysis (25 mg. per day during 9 days) has resulted in a rapid improvement of the condition. After a relapse, the same treatment gave good results. The authors emphasize the possible allergic component of the syndrome. 70-item bibliography. French and English summaries.—A. Manoil.

7603. Chambers, William R. **Neurosurgical conditions masquerading as psychiatric diseases.** *Amer. J. Psychiat.*, 1955, 121, 387-389.—"Any intracranial space-taking lesion may have as its presenting complaint psychiatric symptoms. In some the psychiatric picture is the only or almost the only evidence of brain tumor at autopsy averages in the neighborhood of 3.45%. Of these, approximately a third or more are benign tumors. Noninstitutional cases are cited wherein the symptoms prejudiced the first examining physician toward a psychiatric diagnosis."—N. H. Pronko.

7604. Chicata, Miguel Angel. **Caso de síndrome de Gélinau.** (Case of the Gélinau syndrome.) *Rev. Neuro-Psiquiat.*, Lima, 1955, 18, 226-233.—This is a summary of a clinical case history of an individual with the Gélinau syndrome, a syndrome manifested by narcolepsy (the uncontrollable desire to sleep) and cataplexia (temporary loss of muscular tone resulting in fainting). The author provides an extended discussion of the etiology of this syndrome and its treatment.—R. M. Frumkin.

7605. Ervin, Frank; Epstein, Arthur W., & King, H. E. (Tulane U., New Orleans, La.) **Behavior of epileptic and nonepileptic patients with "temporal spikes."** *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 488-497.—Psychiatric and neurologic study of 42 adults indicated a high incidence of psychopathology (81% were diagnosed as schizophrenic). Psychometric study of 20 Ss with no history of psychiatric difficulty showed them nonetheless "clearly impaired in psychologic functioning." "The most frequent personality feature is the absence of a stable character structure." These and other results are discussed in relation to the recent literature and an appeal is made for further research by way of physiologic and psychodynamic approaches.—L. A. Pennington.

7606. Hertz, Marguerite R., & Loehrke, Leah M. (Western Reserve U., Cleveland, O.) **An evaluation of the Rorschach method for the study of brain injury.** *J. proj. Tech.*, 1955, 19, 416-430.—Each of 34 descriptive psychological configurations culled from the literature as being characteristic of the personality structure accompanying organic cerebral involvement was described in terms of Rorschach factors, patterns, and qualitative features of the record. Each Rorschach protocol of three groups of patients was interpreted individually and analyzed for the configurations. 25 of the configurations were found to discriminate at the .05 level or less between the post-traumatic and the schizophrenic and/or neurotic groups. "The present study justifies the use

of the Rorschach method in the diagnosis of organic cerebral involvement." 19 references.—A. R. Jensen.

7607. Keith, Hadow M., Ewert, Josephine C., Green, Meredith W., & Gage, Robert P. (Mayo Foundation, Rochester, Minn.) Mental status of children with convulsive disorders. *Neurology*, 1955, 5, 419-425.—296 epileptic children showed a higher incidence of mental retardation (37%) than a normal group (10%). Retardation was more frequent in symptomatic than in idiopathic cases. Younger children showed greater frequency of retardation than did older children in the group. Retardation was greater in patients with more frequent seizures.—L. I. O'Kelly.

7608. Kibbe, Milton H. (Springfield (Mass.) Hosp.) Clinical and laboratory findings in two hundred head injuries. *Neurology*, 1955, 5, 336-352.—A report of 200 war-time head injury cases, this paper analyzes the symptoms as they relate to type of injury, locus of lesion, and severity of disability.—L. I. O'Kelly.

7609. Massopust, Leo C. (U. Colorado Sch. Med., Denver.) The hypothalamic syndrome in rats with experimental lesions. *Neurology*, 1955, 5, 472-478.—Horsley-Clark lesions were placed in 85 albino rats, in various areas of the hypothalamus. 15 animals developed hyperphagia and obesity. Others, who died of starvation, showed low colonic temperature, a circumstance which did not appear in the hyperphagic animals. Lesions responsible for the hyperphagic syndrome appeared to be those in the anterior portion of the ventrotuberal hypothalamus. Any lesion damaging the ventromedial nuclei was effective, producing obesity without changes in colonic temperature or estrus cycle. 29 references.—L. I. O'Kelly.

7610. Pollock, Lewis J., Boshes, Benjamin; Zivin, Israel; Pyzik, Stanley W., Finkle, John R., Tigay, Eli L., Kesert, B. H., Arief, Alex J., Finkelman, Isidore; Brown, Meyer, & Dobin, Norman B. Body reflexes acting on the body. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 527-533.—Neurological study of 100 veterans with spinal cord injuries indicated that "postural changes, both static and kinetic, may be produced in the absence of labyrinthine, neck, or mid-brain reflexes." These segmental reflexes were "more readily evoked from patients with lesions in the upper half of the thoracic segments, less in those with cervical cord lesions. . . it was suggested that the cervical spinal cord inhibited reflex activity of the upper thoracic ones." These and other observations are discussed in relation to studies by Sherrington, Magnus, and others.—L. A. Pennington.

7611. Rodin, Ernst A., Daly, David D., & Bickford, Reginald G. (Mayo Clinic, Rochester, Minn.) Effects of photic stimulation during sleep; a study of normal subjects and epileptic patients. *Neurology*, 1955, 5, 149-159.—Photic driving responses in normal subjects tend to decrease with increasing sleep depth. In light-sensitive epileptics, the extent of sleeping seizure discharge response to flickering light varied directly with the degree of waking light-sensitivity; medication-induced sleep showed marked reduction of sensitivity to photic stimulation of seizure discharge. 17 references.—L. I. O'Kelly.

7612. Seidenfeld, Morton A. Psychological implications of breathing difficulties in poliomyelitis. *Amer. J. Orthopsychiat.*, 1955, 25, 788-801.—Breathing difficulties associated with poliomyelitis often are followed by psychic traumata. In order to understand more fully what psychological factors are associated with breathing difficulties, the author considers the preillness emotional state, the effects of suboptimal oxygenation and excessive retention of carbon dioxide on emotions, emotional hyperpnea, and weaning from respiratory support. Discussion by Phyllis F. Bartelme.—R. E. Perl.

7613. Symmes, David. Multisensory timing ability in persons with lesions of the temporal lobe. *A.M.A. Arch. Neurol. Psychiat.*, 1955, 74, 567.—Abstract.

7614. Terzian, Hrayr, & Dalle Ore, Giuseppe. (U. Padova, Italy.) Syndrome of Klüver and Bucy, reproduced in man by bilateral removal of the temporal lobes. *Neurology*, 1955, 5, 374-380.—A case in which the temporal lobes, including most of the uncus and hippocampus, were removed bilaterally is reported. The syndrome verified Klüver and Bucy's findings, and included (1) loss of recognition of people, (2) change in emotional behavior with a loss of fear and rage reactions, (3) increased sexual activity in the form of masturbation and homosexual advances, (4) abnormal increase in appetite, (5) memory deficiency and (6) "hypermetamorphosis" (automatic behavior—approached people who passed near him and tried to take possession of all objects surrounding him). 29-item bibliography.—L. I. O'Kelly.

7615. Van Buskirk, Charles, & Webster, David. (U. Minnesota, Minneapolis.) Prognostic value of sensory defect in rehabilitation of hemiplegics. *Neurology*, 1955, 5, 407-411.—Persistent sensory loss could be correlated with poor prognosis for rehabilitation in a series of 35 hemiplegic patients. Retraining appeared to be a factor in return of sensation in some patients. 20 references.—L. I. O'Kelly.

7616. Vencovsky, Eugen, & Vanek, Joseph. Beitrag zur psychologischen Symptomatologie bei Inclusionsencephalitis. (Contribution to the psychologic symptomatology of inclusion encephalitis.) *Psychiat. Neurol. med. Psychol., Leipzig*, 1955, 7, 335-338.—The case of a 17-year-old female student is reported who revealed for 4 months only a psychotic symptomatology similar to a schizophrenic process before neurological signs appeared. She succumbed after 7 months and pathological examination revealed inclusion encephalitis. The differential diagnosis is considered. Russian summary. 12 references.—C. T. Bever.

7617. Victor, Maurice, & Yakovlev, Paul I. (Harvard Med. Sch., Boston.) S. S. Korsakoff's psychic disorder in conjunction with peripheral neuritis; a translation of Korsakoff's original article with brief comments on the author and his contributions to clinical medicine. *Neurology*, 1955, 5, 394-406.

7618. Wallace, Helen M., Klapper, Morris; Losty, Margaret A., & Slobody, Laurence B. Services for individuals with cerebral palsy in New York City. *Cerebral Palsy Rev.*, 1955, 16(6), 4-20.—This 1953 survey of 17 facilities was made by a team composed of a pediatrician, a social worker, a

nursing consultant, and an occupational therapist for the purposes both of ascertaining how better to operate in New York City and of illustrating for other communities with a similar problem how such a study could be made. The aspects covered include: incidence and prevalence, case finding, out-patient services, in-patient services, the homebound child, the school aged child, vocational rehabilitation, transportation, foster home placement, and housing.—*T. E. Newland.*

(See also abstracts 7395, 7454, 7461, 7633, 7722, 7723, 7727)

PHYSICALLY HANDICAPPED

7619. Achermann, Emil. *Sehbehinderte Kinder.* (Children with defective vision.) *Heilpädagog. Werkbl.*, 1955, 24, 242-246.—Vision is of special importance for the emotional, intellectual and physical development of children of school age. Vision should be tested regularly by the schools. The physiology of various types of impairments of vision (including corneal clouding, cataracts, injuries to retina and optical nerve, nystagmus, myopia, hyperopia and astigmatism) is briefly described and their causes and correction discussed.—*D. F. Mindlin.*

7620. Alger, Ian, & Rusk, Howard. (N. Y. Univ.-Bellevue Medical Center, New York.) *Rejection of help by some disabled people.* *J. Rehabil.*, 1955, 21(5), 11-13; 16-18.—Rusk and Alger discuss the rejection of help by some patients who may even go so far as to seek to sabotage the rehabilitation program. The urgency for adequate assessment of the psychological factors present and for establishing a suitable therapeutic program which will assist the patient to a more realistic approach to the rehabilitation process is emphasized.—*M. A. Seidenfeld.*

7621. Bennett, Daphne Nicholson. *Parents as teachers of the preschool deaf child.* *Except. Child.*, 1955, 22, 101-103; 122.—A discussion of the reports from 74 parents enrolled in the John Tracy Clinic correspondence course for training young deaf children. Of the 74, 44 completed the course, 36 were successful in reporting good response to language by their child, and 30 cancelled the course before its completion. It was felt that the parents who got the best results were those who accepted the condition of deafness as an irreversible fact and tackled the course as a means of meeting a realistic problem. The parents who were unable to make use of the course were those who showed emotional disturbance in the parent-child relationship.—*J. J. Gallagher.*

7622. Eisenstadt, Arthur A. (40 Rector St., Newark 2, N. J.) *Psychological problems of the parents of a blind child.* *Int. J. Educ. Blind.*, 1955, 5(1), 20-24.—This article discusses 4 stages in the reactions of parents to their blind child. Emotional states of shock and grief, bewilderment and helplessness, fearfulness and tension pose problems for parents who cannot resolve emotional imbalance until they are willing to accept their own personal responsibilities and delegate and share them wherever it becomes necessary.—(Courtesy of *Rehabilit. Lit.*)

7623. Hedgecock, LeRoy D. (Mayo Clinic, Rochester, Minn.) *Speech and hearing problems of the young deaf child.* *Amer. Ann. Deaf.*, 1955, 100, 435-

445.—Parental problems relating to the diagnosis of hearing impairment, the evaluation and use of hearing aids, and speech training and speech reading are discussed.—*T. E. Newland.*

7624. Kruisinga, Roelof Johannes Hendrik. *Slechthorendheid en het verstaan van spraak; een onderzoek naar de validiteit van het gehoororgaan.* (Hearing defects and the comprehension of speech; an examination of the validity of the organ of hearing.) Groningen, Netherlands: Rijksuniversiteit te Groningen, 1955. 118 p.—This investigation develops a technique using meaningful words based on the frequency with which phonemes occur in the Dutch language. The concept of the importance of recognizing warning sounds in distinguishing phonemes is developed. A new qualitative method of testing auditory function is proposed, consisting of the measurement of the subjective ability to recognize each separate phoneme. Phoneme articulative and confusion indices are developed. The results are said to be useful for hearing rehabilitation, for detecting important elements in decoding speech for particular sounds, for exposing malingerers, for communicating by code, and to develop abbreviated lists of phonemes. The social aspects of hearing disorders are dealt with. Summaries in Dutch, English, French, and German. 88-item bibliography.—*S. Duker.*

7625. Lipton, Benjamin H., Hoberman, Morton, & Teschner, Bernard. *Rehabilitation of the severely disabled.* *J. Rehabil.*, 1955, 21(5), 8-10; 19.—A report on the rehabilitation process as applied to the severely disabled who have graduated from the Joseph Bulova School of Watchmaking. Questionnaires were sent to disabled graduates (440) of this school. 83.5% of the paraplegics and 74.4% of the tuberculous replied to the questionnaire. Of these 82% of the paraplegics and 70% of the tuberculous were personally interviewed as well. 20% of the graduates were performing the activities of daily living more effectively than they had while at school, 65% at the same level, and 15% at a somewhat lower level. 86% of the paraplegics and 93.7% of the tuberculous are utilizing the training given them. Their average earnings were \$2341 and are meeting the competition of the non-disabled in production, in attendance at their daily work and in the daily output.—*M. A. Seidenfeld.*

7626. Lowenfeld, Berthold. (California Sch. Blind, Berkeley.) *Emotional growth.* *Int. J. Educ. Blind.*, 1955, 5(1), 1-8.—Problems of an emotional nature which are frequently associated with blindness in the child are discussed, explaining to parents how they may cope with the situations as they arise.—(Courtesy of *Rehabilit. Lit.*)

7627. Lowenfeld, Berthold. (California Sch. for the Blind, Berkeley.) *Our blind children; growing and learning with them.* Springfield, Ill.: Charles C Thomas, 1956. xii, 205 p. \$5.50.—Written for parents of blind children, this book attempts to discuss the major problems of adjustment of blind children from shortly after birth through school age. Approximately one-half of the book deals with preschool developmental problems and the remainder of the book with special problems related to the school and the child's formal education. Final chapter deals with 17 questions that parents most commonly ask

about their blind child. There is a selected bibliography in the appendix describing references in child development about blind children, educational periodicals and organizations which serve blind children.—J. J. Gallagher.

7628. Lutz, Kenneth R. (Monona County Bd Educ., Onawa, Ia.) Seasonal variations in hearing screening results. *Except. Child.*, 1955, 22, 67-68.—A study of the bi-monthly screening examinations in the Iowa Public Schools, 1953-55. The Massachusetts Hearing Test was used in screening 3rd, 6th and 9th grades for suspected hearing loss. A significantly smaller percentage of children were identified in the months of September and October than in the other bi-monthly surveys. It was felt that increased percentage of temporary hearing losses during winter months was due to seasonal infections and diseases and that school personnel should be ready to minimize.—J. J. Gallagher.

7629. Miller, June. (U. Kansas, Lawrence.) Making them conscious of sound. *Except. Child.*, 1955, 22, 63-66; 84.—A description of the early auditory training program at the University of Kansas Medical Center. The program favors early auditory training for both the hard-of-hearing and deaf children. Specific features of the program such as early introduction of hearing aids, the combination of speech reading with auditory training, and coordination of program with parental efforts are discussed. Some sound discrimination gains are presented in detail. 18 references.—J. J. Gallagher.

7630. Penn, Jacques Paul. (115 E. 61 St., New York.) Voice and speech patterns of the hard of hearing. *Acta oto-laryng., Stockh.*, 1955, Suppl. 124, 69 p.—Detailed voice and speech evaluations were performed for 100 male veterans diagnosed as cases of conductive hearing loss, and 100 male veterans diagnosed as cases of perceptive hearing loss. The results of analyses indicated that, in general, the perceptive cases exhibited excessive loudness of voice, a nasal voice quality, monotonous pitch, rapid rate, omission of high frequency consonants in consonantal clusters and articulatory errors involving the fricative sounds (sibilant consonants). In the instance of the conductive cases there was a general finding of weak voice volume, a denasal voice quality, omission of final consonant sounds, and monotonous pitch. The results of the study indicate that hearing defects are associated with particular speech and voice deviations. 71 references.—J. J. O'Neill.

7631. Pindell, Howard D. Home visitation in counseling the handicapped. *J. Rehabil.*, 1954, 20(5), 15-16.—Consideration is given to the suitability of the counselee's home as a suitable environment for conducting interviews. Many factors such as family relationships, degree of dependency, initiative in the family environment, family interest in the client's rehabilitation, economic status, family and client attitudes and other characteristics can actually be evaluated more effectively in the home than in the counselor's office. More extensive use of this method of interview in combination with office interviews is recommended.—M. A. Seidenfeld.

7632. Reynolds, Lyle Gordon. (U. California, Santa Barbara.) The school adjustment of chil-

dren with minimal hearing loss. *J. Speech Hearing Disorders*, 1955, 20, 380-384.—36 hard-of-hearing students in the 7, 8, and 9th grades, demonstrating a minimum hearing loss or better of 15 decibels at each 512, 1024, and 2048 cycles, or 20 decibels loss at any 2 of these frequencies, or 25 decibels at any loss, were studied for their adjustment and school environment by the Calif. Achievement Test, Calif. Test of Personality, and rating by various teachers. These 36 hard-of-hearing children were studied by the matched pair method with normal children. In this study, the children with minimal hearing loss adjusted their school environment as favorably as their normally hearing partners.—M. F. Palmer.

7633. Seidenfeld, Morton A. Progress in rehabilitation of the physically handicapped. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 266-294.—"Advancement in the care of the physically disabled continues at a steady pace, although carefully controlled clinical studies are almost as limited in the frequency of their occurrence as are experimental investigations relative to the assessment of their objective results." Areas surveyed include: physical disability in general; chronic disease; rehabilitation process, counseling, assessment; psychosomatics; cerebral palsy; and other neuromuscular diseases. 163 references.—H. P. David.

7634. Simmons, John S. Social integration of preschool children having hearing problems. *Sociol. soc. Res.*, 1955, 40, 99-101.—Children were studied according to the factors in four behavior patterns: (1) regard for the teacher in terms of affection; (2) the teacher as a person of authority; (3) child's relationship to other children; and (4) child's leadership tendencies. Each pattern was broken into 22 distinctive traits. These were checked according to frequency of occurrence. The author concludes that a serious chain of behavior disturbances may be set in motion by a hearing problem.—S. M. Amatora.

7635. Warren, Sol L. (Municipal Sanatorium, Otisville, N. Y.) A comparative analysis of the post-discharge experiences of tuberculous patients. *Amer. Rev. Tuberc.*, 1954, 69, 153-163.—A group of ex-tuberculosis sanatorium patients who participated in a State vocational rehabilitation program is compared with a matched group which did not participate. The participating group showed significantly lower relapse and mortality rates, higher employment rate, greater socio-economic mobility, better psychological adjustment, higher marriage and lower separation rates.—S. E. Vineberg.

7636. Zwerling, Samuel. (789 St. Marks Ave., Brooklyn, N. Y.) Rehabilitation of the acoustically handicapped; the hearing aid. *Bull. Amer. Rehabil. Committee*, 1955, 4(2), 1-5.—Discusses briefly the steps in rehabilitation of the hard of hearing, the psychological problems associated with hearing loss, and the value of the hearing aid in solving the employment, economic, and personal problems of the acoustically handicapped.—(Courtesy of *Bull. Curr. Lit. . . . Handicapped.*)

(See also abstracts 6964, 7173, 7467, 7471)

EDUCATIONAL PSYCHOLOGY

7637. Bhatt, L. J. **Diagnostic and therapeutic value of arts.** *J. Educ. & Psychol., Baroda*, 1955, 13, 132-138.—"There was a time when the schoolmen considered that a smattering of Sanskrit, a little of mathematics and literature, and some doubtful history would provide the growing child with adequate equipment for living in a troubled world. . . . To leave the emotions undeveloped is to endanger or greatly impoverish the emotional balance of man." After reviewing such early workers as Pinel, Max Simon, De Tours, Wundt, Raggi, and M. Reja, the writer concludes that teachers of fine arts and literature can provide prophylactic measures for the emotional growth of children. 8 references.—D. Lebo.
7638. Blättner, F., Busemann, A., & Lersch, Ph. **Schule und Psychologie.** (School and psychology.) *Schule u. Psychol.*, 1954, 1(1), 1-3.—Psychology has changed from a laboratory science to a science in relation to life itself. Psychology serves for the teacher as a science of the human youth and as a basis for the development of the human personality.—A. Reissner.
7639. Devereux, George. (*Devereux Foundation, Devon, Pa.*) **Therapeutic education: its theoretical bases and practice.** New York: Harper & Brothers, 1956. xxviii, 435 p. \$5.00.—Deliberately theoretically oriented, the book presents the author's effort "to establish a nexus between the fields of therapeutic education, education, and psychotherapy, on the one hand, and the broad social and cultural context in which these disciplines unfold themselves and are implemented in daily practice, on the other hand." With a sensitivity to Dewey's educational philosophy and frequent allusions to related anthropology and educational sociology, a psychoanalytic point of view is dominant. Frequent use is made of illustrative case materials. 234-item bibliography.—T. E. Newland.
7640. Filho, Lourenço. (*U. Brasil, São Paulo.*) **Objeto e conteúdo da psicologia educacional.** (Object and content of educational psychology.) *Anu. Inst. Psicol.*, 1951, 1, 39-42.—This is a summary of the proceedings of the National Society of College Teachers of Education.
7641. Filho, Lourenço. (*U. Brasil, São Paulo.*) **Psicologia educacional e seus cursos.** (Educational psychology and its courses.) *Anu. Inst. Psicol.*, 1951, 1, 43-46.—This digest details a proposed rounded program of Educational Psychology for schools of education.
7642. Fullagar, William A., Lewis, Hal G., & Cumbee, Carroll F. (*U. Florida, Gainesville.*) **Readings for educational psychology.** New York: Crowell, 1956. x, 500 p. \$1.95.—Contains 50 selections by 57 authors, drawn from education, psychology, psychiatry, and related fields. Reprints of previously published papers, the articles are arranged according to 3 major divisions: Learning and Learning Theory; Understanding the Learner; The Learning Situation. Each article is preceded by a brief explanatory note. Charts are included which correlate the readings with 21 contemporary texts in educational psychology.—F. Costin.
7643. Gellert, Elizabeth. (*Mass. Gen. Hosp., Boston.*) **Systematic observation: a method in child study.** *Harvard educ. Rev.*, 1955, 25, 179-195.—A detailed exposition of the major procedures and problems involved in carrying out observational studies of young children is presented. Points touched upon are: (1) the definition of behavioral dimensions selected for study; (2) the selection of a recording scheme; (3) the development of a system for classifying observed behavior; (4) the choice of behavior units for quantification; (5) the reliability of observational data; (6) the problem of observer effect; (7) the validity of measures of behavior derived from observation. Areas and behavior dimensions that have served as subjects for observational research are examined critically. 26 references.—R. C. Strassburger.
7644. Graver, Palmer A. (*Sacramento State Coll., Calif.*) **Procedural levels in evaluating educational curricula.** *J. educ. Res.*, 1955, 49, 143-147.—3 levels are differentiated: (1) survey of likes, dislikes, and suggestions for improvement in a specific situation, (2) survey of activity as well as opinion, (3) study of the extent and kinds of behavior change which education seeks to accomplish.—M. Murphy.
7645. Gronlund, Norman E. (*U. Illinois, Urbana.*) **The relative stability of classroom social status with unweighted and weighted sociometric choices.** *J. educ. Psychol.*, 1955, 46, 345-354.—On the basis of data obtained by administering sociometric tests to pupils in 9 public-school classrooms, the author discovered no difference in the relative stability of social status based on unweighted and weighted sociometric choices, over a 4-month period. The first choice is most stable, with a steady decrease in stability to the fifth choice. The stability of social status based on 5 unweighted choices was consistently higher than the stability of social status based on three unweighted choices. On the basis of his study the author suggests that 5 unweighted choices be given to each sociometric criterion where the classroom social status of pupils is being determined.—F. Costin.
7646. Hand, Harold C. (*U. Illinois, Urbana.*) **Relationship of guidance to instruction.** *Yearb. Ass. Superv. curr. Develpm.*, 1955, 3-11.—In many schools the problem of responsibility in guidance has not been satisfactorily resolved. In these the instructional program is such as to make guidance a separate and supplementary program. The author proceeds in this chapter to show how instruction is really inseparable from guidance, why the separation of instruction from guidance continues to exist, and the role of the specialized personnel.—S. M. Amatora.
7647. Jensen, Gale E. (*Grinnell Coll., Ia.*) **The social structure of the classroom group; an observational framework.** *J. educ. Psychol.*, 1955, 46, 361-374.—Describes a seven-dimensional framework that can be used to analyze productivity and cohesiveness in the classroom. These dimensions represent the different kinds of relationship that members of a classroom group need to establish among themselves. They enable the teacher to identify those problems induced by the social structure of the classroom group.—F. Costin.
7648. Kelley, Earl C. (*Wayne U., Detroit, Mich.*) **Education is communication.** *Etc. Rev. gen. Semant.*, 1955, 12, 248-256.—The application of scientific methods and findings to education is countered, on the one hand, by tradition and, on the other, by misunderstandings about the nature of the contribu-

tion science can make. Central to an educational theory is a theory of learning, and central to the latter is a theory of perception. The learner can perceive only what experience and purpose teach him to perceive, since perceptions are a function of the perceiver's ways of organizing and interpreting what he experiences of his environment. Modes of communication influence perceptual conventions, and these modes vary with each unique individual. Knowledge may be defined as "what we know after we have learned." The conditions for learning resemble those for effective communication, and from these conditions it is also possible to derive or infer a theory about the social organization which leads to more effective learning.—*J. Caffrey.*

7649. Lindgren, Henry Clay. (*San Francisco State Coll., Calif.*) **Educational psychology in the classroom.** New York: John Wiley and Sons, 1956. xv, 521 p. \$5.00.—Among the objectives of this text in educational psychology are: (1) to help teachers solve classroom problems; (2) to help teachers develop new points of view about learning and learners; (3) to help teachers understand themselves better. In 18 chapters some topics covered are: origins of behavior; growth and maturity; the learner and his family; group relationships; emotional health; theories of learning; emotional factors in learning; teacher-centered and child-centered approaches; discipline; evaluation of learning; use of tests; learning through group methods; special needs of children; guidance services; psychology of being a teacher. A list of suggested films, and a chart of "local patterns of public school criticism" are appended.—*F. Costin.*

7650. Mahan, Thomas. (440 Battery Ave., Brooklyn, N. Y.) **Human judgment: can the classroom improve it?** *J. educ. Res.*, 1955, 49, 161-169.—A survey of research findings indicates that human judgments are determined largely by underlying attitudes. The improvement of judgment by educational means requires that each person must have an opportunity to voice his own prejudices and feelings, and to consider his contribution objectively. 36 references.—*M. Murphy.*

7651. Millard, Cecil V. (*Michigan State U., East Lansing.*) **School and child: a case history.** East Lansing, Mich.: Michigan State College Press, 1954. xvi, 221 p. \$3.75.—Detailed observation of a girl from the first to the sixth grade is presented both as a case of normal development and as the basis for discussion of child development in general. 6 chapters of part I describe behavior levels modal for each grade and the behavior of the selected case. 4 chapters of part II discuss the case's development—mental and physical, academic progress, and personal-social development and adjustment. The 2 chapters of part III relate the pattern among the several areas of development. The values of longitudinal study rather than cross-sectional are emphasized.—*C. M. Louttit.*

7652. Müller-Guggenbuhl, Fritz. **Amerikanische Schulen: ihr Wesen und ihre Problematik.** (American schools: Their nature and their problems.) *Psychol. Praxis*, 1955, No. 17, 64 p.—Changes made in the educational systems of Switzerland and West Germany following World War II, as a result of American influence, have provoked responses in European educators which range from enthusiastic acceptance to condemnation. Analysis of the American sys-

tem of education is necessary, however, if Europeans are to evaluate correctly the modifications which have been made. In the interests of such an evaluation, the history of American education since 1800 is reviewed; consideration is given to the organization of the American system, public and private, from kindergarten through the university and to the contents of courses studied. Numerous advantages and disadvantages of the system are discussed.—*A. E. Harri-man.*

7653. Pinto, Giovanni. **I problemi psicopedagogici della scuola media visti da uno psicologo.** (The psychopedagogical problems of the secondary school as seen by a psychologist.) *Difesa Soc.*, 1955, 34, 72-83.—The secondary school should not only screen the most capable students for more advanced studies, but its most important role should consist in reflecting the most formative period in the personality of the adolescent.—*L. L'Abate.*

7654. Ross, Donald H. (*Teachers Coll., Columbia U., New York.*) **Measuring institutional quality of school systems.** *Teach. Coll. Rec.*, 1955, 57, 172-177.—Measurement of the quality of a school system may be in terms of the product of the schools or of student achievement during the process of education. An example of the process-type of evaluation instrument is the "Growing Edge," a measure of "adaptability" which correlates .61 with per-pupil expenditure, .51 with average salary of staff, .60 with ratio of assessed to true valuation of local real estate. "Older teachers are more likely to be adaptable than younger ones." Other measures are also described.—*H. K. Moore.*

7655. Schuler, Herbert. **Kinder bleiben sitzen.** (Children who are not promoted.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4(5-6), 132-133.—The practice of keeping children back in the same grade was the practice of an era in which adults were hostile towards children. Difficult children are sick children in need of help rather than humiliation inflicted by keeping them back. Only depth psychology can help the teacher solve this dilemma which he must face at the end of every school term.—*E. Schwerin.*

7656. Spindler, George D. (*Stanford U., Calif.*) **Education in a transforming American culture.** *Harvard educ. Rev.*, 1955, 25, 145-156.—Shifts in the core values of American culture, specifically the conception of the desirable character type, have produced serious conflict reflected in current attacks on educators and education. Evidence in support of this thesis is drawn from the literature on American culture, and from questionnaire responses of college students over the past 4 years. The critical transformation in American culture is from a system of "traditional" values to one of "emergent" values, and it is possible to place groups, institutions, and people on a continuum of transformation from one value system to the other. The potentialities for inter-group conflict are apparent. Intrapersonal value conflicts of teachers appear in several basic types of adaptation discernible among members of the profession.—*R. C. Strassburger.*

7657. Spiro, Melford E. (*U. Connecticut, Storrs.*) **Education in a communal village in Israel.** *Amer. J. Orthopsychiat.*, 1955, 25, 283-292.—In this study of the education system in a kibbutz in Israel, the

author describes (1) the communal nursery, kindergarten, elementary and high school, (2) the relation and reaction of the children to their peers, their nurses and teachers, and their parents, and (3) the success, from the cultural point of view of this system of communal education. Test results and interviews show that this type of education has been successful in developing those attitudes which are necessary for survival of a communal society; namely, identification with the group, a sense of security within the group, the absence of intense acquisitive drives, the absence of intense "success" strivings, a willingness to assume social responsibilities.—R. E. Perl.

7658. Stephens, J. M. (*Johns Hopkins U., Baltimore, Md.*) **Educational psychology.** (Rev. ed.) New York: Henry Holt, 1956. xvi, 717 p. \$6.00.—The second edition retains the basic conception of educational psychology as the study of educational growth and the forces affecting it which was developed in the earlier edition (see 26: 512). In addition to substantial rewriting to include new material, the text presents a new chapter on group processes, and an expanded treatment of personal adjustment. An altered organization of topics comprises 4 major parts: (1) the general field of educational psychology and its methods; (2) the general pattern of physical and mental growth; (3) the teacher as a factor in educational development; (4) personal and social growth. Summaries, reading suggestions, and exercises follow each chapter. Student workbook and instructor's manual geared to the text are available.—R. C. Strassburger.

7659. Stroud, James B. (*State U. Iowa, Iowa City.*) **Psychology in education.** (Rev. ed.) New York: Longmans, Green & Co., 1956. ix, 617 p.—Like the first edition (see 9: 4823), this text is for senior college and graduate students. Four new chapters are: Education and Social Class, Mental Hygiene and the School Child, The Profession of Teaching, and The Education of Exceptional Children. Four chapters in the old edition have been either eliminated or incorporated in other chapters. All chapters have been reorganized and most of the text rewritten. Learning now receives a more comprehensive treatment, and the basic issues separating schools of psychology have been sharpened. S-R and field approaches are treated more adequately, as well as the material on mental hygiene. Chapter references.—F. Costin.

7660. Summerskill, John, & Darling, C. Douglas. (*Cornell U., Ithaca, N. Y.*) **Sex differences in adjustment to college.** *J. educ. Psychol.*, 1955, 46, 355-361.—Records of the college careers of 1818 students entering Cornell University in 1948 were analyzed. "... the percentages of women among outright scholastic failures, inferior scholars, and non-participants in college activities, were found to be disproportionately low. The percentages of women among non-academic withdrawals from the University, superior scholars, and students in poor health, were found to be disproportionately high. Findings are interpreted in the light of previous research on sex differences in collegiate performance." 20 references.—F. Costin.

(See also abstracts 6486, 6583)

SCHOOL LEARNING

7661. Allison, Roger B., Jr. (*Educational Testing Service, Princeton, N. J.*) **Differential performance of fleet and recruit personnel in torpedo-man's mates school.** *J. appl. Psychol.*, 1955, 39, 393-396.—A study was made of whether or not separate selection prediction formulas should be utilized for applicants from different sources. For 276 Torpedoman's mates school students, 95 of whom had been selected from the fleet, and 181 from recruit training centers, school performance as measured by course grades was better for the fleet selectees, when scores on the Navy's Basic Battery were taken into account. "This difference in background definitely influenced the relationships between test scores and performance in the school and to such a degree that separate selection procedures for the two groups appear advisable."—P. Ash.

7662. Andrew, Dean C. (*Southern State Coll., Magnolia, Ark.*) **Relationship between academic load and scholastic success of deficient students.** *Personn. Guid. J.*, 1956, 34, 268-270.—This study of the relationship between academic load and scholastic success of 107 freshmen students for whom scholastic difficulties are expected, suggests that the counselor should not be overly concerned with academic load for low-ability students, but should try to identify other factors that may help the student to perform better while he is in college.—G. S. Speer.

7663. Auble, Donavon, & Mech, Edmund V. **Quantitative studies of verbal reinforcement in classroom situations: II. Occurrence of error and correct responses related to a change in stimulus conditions.** *J. genet. Psychol.*, 1955, 86, 207-216.—Fifty-one S's at Grade 3 level were divided into 3 groups. Two groups were praised by the teacher on 3 and 5 days respectively. The third group received no reinforcement, but observed reinforcement of the praised group. No differences were observed to be significant among the groups on error scores on arithmetic problems.—Z. Luria.

7664. Bernstein, Margery R. (*36 W. 84 St., New York.*) **Relationship between interest and reading comprehension.** *J. educ. Res.*, 1955, 49, 283-288.—9th grade pupils read 2 stories of equal readability, but one much more interesting than the other. Comprehension was tested by means of both objective and free-response questions. Interest was found to be associated not only with superior comprehension but also with increased reading speed.—M. Murphy.

7665. Blair, Glenn Myers. **Diagnostic and remedial teaching; a guide to practice in elementary and secondary schools.** (Rev. ed.) New York: Macmillan Co., 1956. xvi, 409 p.—This book (see 20: 2469), supplies teachers, principals, supervisors and superintendents with concrete and practical suggestions for carrying out remedial programs in their schools. Part one is concerned with problems in improving reading. Part two deals with remedial work in arithmetic, spelling, handwriting and English fundamentals; and part three is devoted to making case studies and preparing for remedial instruction.—J. E. Casey.

7666. Boykin, Leander L. (*Southern U., Scotlandville, La.*) **The reading performance of Negro college students.** *J. Negro Educ.*, 1955, 24, 435-

441.—Compared to the mean score of the Reading Comprehension Test CI, Form R, of the Cooperative English Test, Form RX, Single Booklet Edition (lower level), freshman students at Southern University read on the average about two-third as well. The poorest performance was on Vocabulary with Level of Comprehension being best. Sex differences, while favoring men, were not significant.—C. K. Bishop.

7667. Bullock, Harrison. *Helping the non-reading pupil in the secondary school*. New York: Bureau of Publications, Teachers College, Columbia University, 1956. viii, 180 p. \$3.75.—Suggestions on helping the non-reader in the secondary school are presented by means of illustrations drawn from visits to classrooms. More individualized instruction, more differential assignments, and more primary grade reading material at an adolescent interest level are needed. Methods used by remedial reading teachers are described and the school's responsibility is discussed.—W. Coleman.

7668. Busemann, Adolf. *Angeborene Leseschwäche (Legasthenie)*. (Inborn weakness in reading.) *Schule u. Psychol.*, 1954, 1(1), 15-23.—In regard to "legasthenia," the effect of Glutamine Acid is regarded as more or less negative in its improvement of better perception or better learning in retarded pupils. The authors saw only essential improvement when this product was used in combination with a systematic psychological analysis.—A. Reissner.

7669. Cantoni, Louis J. (*Gen. Mtrs. Inst., Flint, Mich.*) Who dares to sit and read. *Advanced Mgmt.*, 1955, 20(11), 19-21.—A statement of the basic ingredients of reading, specifically eye movements, vocalizing, and content attention. The author states an incident to indicate that increased reading speed is both possible and quite likely highly desirable in many management people in view of the increased amount of reading to get today's job done and to prepare for tomorrow's tasks.—A. Canfield.

7670. Cosper, Russell, & Kephart, Newell C. (*Purdue U., Lafayette, Ind.*) Retention of reading skills. *J. educ. Res.*, 1955, 49, 211-216.—Students who had taken a 1 semester course in developmental reading were retested 14 months after the end of the course. Approximately 60% of the initial gain was retained.—M. Murphy.

7671. Dunn, S. S. Critical note on "Testing Geography at the Ordinary Level of the General Certificate of Education" by John C. Daniels. Reply by J. C. Daniels. *Brit. J. educ. Psychol.*, 1955, 25, 204-205.—Dunn questions the validity of Daniels' conclusions (see 29: 6159), on the ground that a comparative study of essay and objective type examinations in geography should employ tests that have been adequately prepared, and this does not apply to the objective examination used. A necessary procedure in conducting a valid study of geography examinations is outlined. Daniels' reply acknowledges the logic of this procedure, and contends it is, in effect, the one he has employed in his investigation. He asserts he did not aim to discourage the use of objective tests in all situations, but rather to refute the extravagant claims for objective testing as an examination panacea.—R. C. Strassburger.

7672. Fabian, Abraham A. (*Brooklyn Juvenile Guidance Center, Brooklyn, N. Y.*) Reading disability: an index of pathology. *Amer. J. Orthopsychiat.*, 1955, 25, 319-329.—A comparative study of the incidence of reading disability in several clinical settings is reported in this paper. Reading disability was reduced to a percentage figure representing the degree of deviation from the norm, which in turn was based on mental age. It was found that an impressive causal factor was familial psychopathology. The author suggests that reading be postponed until the seventh year, beginning readers be placed in small classes with well qualified teachers in order to simplify the early spotting of potential and incipient disability. 29 references.—R. E. Perl.

7673. Gaier, Eugene L. (*Louisiana State U., Baton Rouge.*) Technique of problem solving as a predictor of achievement in a mechanics course. *J. appl. Psychol.*, 1955, 39, 416-418.—The Balance Problems Test, giving a choice of problem-solving techniques (use of principles versus use of facts), was studied as a predictor of mechanical achievement as assessed by final grade in the Airplane and Engines Mechanics course and by scores on two mechanical job-knowledge tests. "1. Final grade in the A. & E. course is positively related to the number of problems correctly solved in the BPT and to the tendency to prefer principles over facts in their solution. 2. The BPT . . . is as good or a better predictor of final mechanical school grade than any one of five standard scores studied. . . ."—P. Ash.

7674. Grosslight, J. H., & McIntyre, Charles J. Exploratory studies in the use of pictures and sound for teaching foreign language vocabulary. *USN Spec. Dev. Cent. Tech. Rep.*, 1955, SDC 269-7-53, 55 p.—An experiment concludes that pictures of objects or acts aid learning a foreign language when the criterion is ability to write the foreign words. Still pictures equal motion films in effectiveness. The effect of hearing and pronouncing words should be determined, as well as the value of still vs. motion pictures for building sentences rather than single words. Vocabulary and 38 statistical tables.—R. Tyson.

7675. Hanitchack, John Joseph, Jr. (*U. Kansas City, Mo.*) Oral peak stress: its validity and relationship to reading comprehension and efficiency. *J. educ. Res.*, 1955, 49, 295-299.—Basic premises of the oral peak stress concept were investigated. Oral peak stress was not found to be determined on the basis of those words considered important, nor does indication of oral peak stress in reading material influence comprehension. The hypothesis that change of format alone regardless of words given special reference would increase comprehension was also refuted. The discrepancy between these results and those of Dearborn et al. suggests the need of further research.—M. Murphy.

7676. Harrington, Mary James, & Durrell, Donald D. Mental maturity versus perception abilities in primary reading. *J. educ. Psychol.*, 1955, 46, 375-380.—On the basis of the authors' own studies as well as similar ones carried out by other investigators, concludes that: (1) "Auditory and visual discrimination of word elements have high importance in success in acquiring a primary grade reading ability." (2) "Phonics instruction is clearly im-

portant, having a higher relation to reading achievement than any of the factors studied." (3) "Mental age, as measured by the (Otis Mental Ability Test, Alpha) has little influence on success in learning to read."—F. Costin.

7677. Harris, Albert J. Reading and other subject disabilities. In Brower, D., & Abt, L. E., *Progress in clinical psychology*, II, (see 30: 7139), 146-160.—Topics reviewed include: psychology and teaching of reading, causation of reading disabilities, diagnosis and testing, remedial instruction, and the teaching of related academic areas. 155 references.—H. P. David.

7678. Hillman, H. H. The photographic study of children's eye-movements during reading. *Res. Rev., Durham*, 1955, No. 6, 27-39.—This study aims to restrict the variation in eye-movement measures "in one direction by eliminating from the norms all those individuals who cannot attain a defined basal level of word recognition for their age." It furnishes a table of norms of fixations, regressions and rates of reading, expressed in inches on lengths of film. The experiment used the ophthalmograph manufactured by the American Optical Co. Reading efficiency is sufficiently increased to warrant further use of mechanical techniques. 25 references.—W. W. Brickman.

7679. Irwin, Irl A., Milauckas, Edmund W., & Levy, Bernard I. Some suggestions for conducting critiques. *USAF, ATC Instructors J.*, 1955, 6(3), 1-10.—Ten recommendations for instructors deal with the importance of orientation, objectivity, participation, selection of topics, and other aspects of a critique session. Samples of effective and ineffective procedures are presented as illustrations.—R. Tyson.

7680. Laner, S. (U. Reading, Eng.) Some factors influencing the effectiveness of an instructional film. *Brit. J. Psychol.*, 1955, 46, 280-292.—"Experiments were carried out in which 25 subjects were individually shown a sound film of how the trigger mechanism of the Bren gun works. A comparable group of subjects was given individual instruction by means of a printed text and two static diagrams. Subjects were asked to draw a sketch of the mechanism, explain how it operates and assemble a model." Neither device was superior to the other in conveying any part of the instructional content, nor in over-all score. "It was concluded . . . that realistic pictorial portrayal contributed little to instructional effectiveness."—L. E. Thune.

7681. Lee, Doris M. (U. London, Eng.) A study of specific ability and attainment in mathematics. *Brit. J. educ. Psychol.*, 1955, 25, 178-189.—A specially-designed battery of 12 tests of mathematical ability measuring fundamental processes in the 3 different types of material encountered in elementary mathematics, i.e., arithmetic, algebra, and geometry, was administered to more than 100 pupils in each of the five levels of a grammar school. In addition, an achievement battery covering 53 topics of the mathematics syllabus, and general intelligence tests were given. Factor analyses of the correlation matrices from the ability tests revealed three factors, which were also found to enter into the achievement test results. An organization of mental abilities corresponding to the hypothetical structure of mathematical

thinking upon which the ability tests were based was indicated. Correlations of scores on the tests of mathematical ability and marks on the School Certificate Mathematics examination ranged from .13 to .57.—R. C. Strassburger.

7682. Low, Camilla M. (U. Wisconsin, Madison.) Selecting and evaluating learning experiences. *Yearb. Ass. Superv. curr. Develpm.*, 1955, 50-76.—Certain purposes and goals are important for all children, while others are only for certain developmental levels, and still others for the special needs of the individual child. The chapter deals with the learning opportunities which the teacher makes available to the children and how his guidance philosophy influences the selection of these learning activities. Discusses the implications of the various principles for guidance.—S. M. Amatora.

7683. Mulder, Robert L., & Curtin, James. Vocal phonic ability and silent-reading achievement: a first report. *Elem. Sch. J.*, 1955, 56, 121-123.—The study was based on an experiment wherein a tape recording was made of 78 one-syllable nouns and presented to 63 pupils in the fourth grade at Independence, Oregon. After giving a report on earlier research relevant to the present study, the authors analyze and interpret the results of their experiment. They conclude that poor readers are deficient in ability to synthesize phonetic elements of words into meaningful word patterns and offer suggestions for several related problems which are in need of further investigation.—S. M. Amatora.

7684. Murnin, Joseph A. Comparison of training media: transfer of principles involved in a manipulative skill; operation of the aircraft load adjuster slide rule. *USN Spec. Dev. Cent. Tech. Rep.*, 1955, No. SDC 269-7-103, 36 p.—The Individual Aircraft Load Adjuster Slide Rule is a recommended aid "for teaching the transfer of principles of weight-and-balance from one aircraft type" to another. This method equalled the Multi-Engine Weight-and-Balance Trainer. Transparencies of models were less effective.—R. Tyson.

7685. Nally, Thomas Pomphret Francis. (Michigan State Coll., East Lansing.) The relationship between achieved growth in height and the beginning of growth in reading. *J. educ. Res.*, 1955, 49, 153-154.—The Gomperz-function as applied by Courtis to describe growth phenomena when maturation is a factor was used to study the relationship between these 2 variables. The obtained beginning reading age of approximately 78 ± 3 months agrees with that reported in the literature.—M. Murphy.

7686. Norris, Robert B. (Lehigh U., Bethlehem, Pa.) The relative value of selected practices for the improvement of college instruction. *J. educ. Res.*, 1955, 49, 203-209.—A wide range of in-service practices which might be employed for this purpose is evaluated on the basis of reports from teachers and administrators.—M. Murphy.

7687. Pierce, J. R., & Karlin, J. E. Maximum information rate through a human channel in reading. *Science*, 1955, 122, 879.—Abstract.

7688. Polishuk, Asher. (62 Allenby Road, Tel-Aviv, Israel.) Rapid reading in the Israeli Air Force. *Optom. Wkly.*, 1955, 46, 2059-2060.—30 training sessions were given to a group of staff officers to

increase their reading rate (left to right) and comprehension. The course was based on an outline of S. Renshaw, concerning span of recognition, fixation pauses and regressions. A tachistoscopic instrument was used for training, and Hebrew translations of the Robinson-Hall reading tests were used as gauges. An average gain of 56% in reading rate was found, and a gain of 42% in comprehension.—*T. Shipley.*

7689. **Powell, A. Scott.** (*Brooklyn Public Library, N. Y.*) **Reading interests of 366 college students.** *J. Negro Educ.*, 1954, 23, 183-185.—From a study based upon 11 Negro colleges, the author notes the following conclusions: (1) in order to maintain the reading habit, not only must the child be stimulated with good books early in life but also throughout the adult years; (2) although books are esteemed, other social activities than reading are preferred; (3) the physical format of books proved a definite influence on reading interest; (4) censoring books added to their attractiveness and made them more intriguing; (5) a desire was noticed for more optimistic writing concerned with attaining a lasting peace; melodrama and revenge ranked low among impressions.—*C. K. Bishop.*

7690. **Schneiderman, Norma.** (*Queens Coll., New York.*) **A study of the relationship between articulatory ability and language ability.** *J. Speech Hearing Disorders*, 1955, 20, 359-363.—70 children in 1st grade classes, ranging in age from 6 years to 7 years and 1 mo., 41 boys and 29 girls, thought to have no organic etiology of mental retardation, were studied on 3 tests of language ability: Van Alstyne Picture Vocabulary Test, Gates Reading Vocabulary list, and a rating by classroom teachers, on the ability to express themselves in language. The intercorrelations between the 3 tests of language ability show they formed a valid measure of general language skill. There appears to be a relationship between articulatory ability and language ability in children.—*M. F. Palmer.*

7691. **Simpson, Elizabeth A.** **Helping high-school students read better; a program manual for teachers and administrators.** Chicago, Ill.: Science Research Associates, Inc., 1954. vii, 146 p.—A manual for teachers and administrators on the high-school level. This book offers suggestions on what a high-school may do to organize and to conduct a comprehensive reading improvement program for its students. 73-item bibliography.—*J. E. Casey.*

7692. **Snidecor, John C.** (*U. California, Santa Barbara.*) **Temporal aspects of breathing in superior reading and speaking performances.** *Speech Monogr.*, 1955, 22, 243-255.—Generally experimental studies of breathing have tested traditional pedagogical concepts about "where" to breathe and the necessary quantity of inhaled air. This experimenter takes the view that data relative to the temporal aspects of breathing taken from superior speakers and readers may also be of value. Time measurements of central tendency and variability for oral reading and impromptu speaking of five subjects are established.—*D. Lebo.*

7693. **Tillson, M. W.** (*Purdue U., Lafayette, Ind.*) **Changes in eye-movement pattern.** *J. higher Educ.*, 1955, 26, 442-445; 458.—The use of an electro-oculograph for measuring speed of reading, fixations, and regressions, in Developmental Reading at Purdue, is

described. Statistical analysis of results obtained in a study of the work of one semester showed a significant improvement during an interval of 10 weeks.—*M. Murphy.*

7694. **Tinker, Miles A.** (*U. Minnesota, Minneapolis.*) **Prolonged reading tasks in visual research.** *J. appl. Psychol.*, 1955, 39, 444-446.—Two experiments are reported on the relationship of speed of perception in reading varying type faces to the length of the reading period. "Reading periods of 10 minutes or more produced a significant retardation in reading italic in comparison with roman print. . . . Retardation in speed of reading all-capital material in comparison with roman print was large and approximately the same irrespective of the length of the reading period within the limits of 4 to 16 minutes. . . . Measuring speed of perception in reading is a relatively sensitive technique for use in typographical studies when prolonged periods of reading are employed."—*P. Ash.*

7695. **Tinker, Miles A., & Paterson, Donald G.** (*U. Minnesota, Minneapolis.*) **The effect of typographical variations upon eye movement in reading.** *J. educ. Res.*, 1955, 49, 171-184.—Results are reported for 9 experiments in which the effects of typographical variations upon eye movements in reading were studied. A scientific typography should be based upon these measurements as well as upon performance tests. 17 references.—*M. Murphy.*

7696. **Torkelson, G. M.** **The comparative effectiveness of a mockup, cutaway, and projected charts in teaching nomenclature and function of the 40 mm antiaircraft weapon and the mark 13 type torpedo.** *USN Spec. Dev. Tech. Rep.*, 1954, SDC 269-7-100, 21 p.—Experimentation revealed "no differences in training effectiveness between cutaways, mockups, transparencies, and manual illustrations." The costliness of three-dimensional devices studied casts doubt on their value. Research should assess the devices tested when applied to various training tasks as well as sound motion pictures used with subjects possessing other characteristics.—*R. Tyson.*

7697. **Utterback, William E., & Harding, Harold F.** (*Ohio State U., Columbus.*) **Some factors conditioning response to argument.** *Speech Monogr.*, 1955, 22, 303-308.—330 undergraduates were exposed to a closely reasoned argument on a controversial question. One-third heard the argument from the platform, one-third from a tape, and one-third read it. Each subject registered his pre- and post-stimulus opinion on a rating scale. All three modes of presentation effected a shift of opinion. Platform delivery of the argument effected more shift than either of the other modes.—*D. Lebo.*

7698. **Ware, Florence E.** (*Los Angeles (Calif.) City Schs.*) **Effect on reading achievement of under-testing pupils in low third grade.** *Calif. J. educ. Res.*, 1956, 7, 22-24.—The appropriateness of the Gates Primary and Advanced Primary Reading Tests is explored with respect to 33 low third grade pupils "with a normal age range averaging 8-1 and an average I.Q. of 102."—*T. E. Newland.*

7699. **Wolf, Recia, & Wolf, Frank.** (*Center for Human Relations Study, Dover, Del.*) **Helping children who do not want to learn.** *J. educ. Sociol.*, 1955, 29, 89-96.—A sizable cultural conflict exists

between teachers and the masses of children whom they wish to stimulate to learn. Despite their honest efforts, teachers fail because they misinterpret children's behavior, underrate their intelligence, and misunderstand their interests and goals. The author discusses in considerable detail a number of sub-problems connected with the major problem of the lower social-economic groups' orientation to a middle class educational system.—S. M. Amatora.

7700. Worsencroft, R. R. (*U. Wisconsin, Madison*.) The effect of training on the spatial visualizing ability of engineering students. *J. engng Drawing*, 1955, 19, 7-12.—This study was undertaken to determine the development of spatial visualization in engineering students using Form YCU of the Spatial Relations Test VAC-1 as the criterion. Engineering matriculates scored significantly higher than other matriculates. There was scarcely any improvement in a year for the latter but significant improvement for the former. It was concluded that improvement was due principally to drawing training.—R. W. Burnham.

(See also abstracts 6497, 6868, 7646, 7817)

INTERESTS, ATTITUDES & HABITS

7701. Edwards, J. Some psychological aspects of indiscipline in intermediate colleges in U. P. *Indian J. Psychol.*, 1954, 29, 169-173.—Indiscipline is to be understood and dealt with in terms of the student, the teacher, the administrative set up, and the conditions prevailing in the class room. The student often lacks an image of himself as a better person. The teacher should draw his mind to such an image. The administrative set up and the class-room situation should support this aim.—H. Wunderlich.

7702. Ezell, L. B. (*U. Texas, Austin*.), & Tate, Henry Harold. High school students look to the future. *J. educ. Res.*, 1955, 49, 217-222.—A questionnaire was used to study the plans of 1572 high school students in 8 schools in and around Waco, Texas. Detailed results are given; about 7% of the boys and 1/2 of the girls expected to go to college.—M. Murphy.

7703. Green, T. L. (*U. Ceylon, Colombo*.) Improvement of group relations in a Ceylonese girls' school. *J. Communication*, 1955, 5, 157-160.—Social relationships in a Ceylonese girls' school were improved through efforts of the teacher to understand pupil problems and to use children's functional social relationships as the basis of class organization. Children's choices of other children were analyzed sociometrically.—D. E. Meister.

7704. McCandless, Frederick D., & Weinstein, Morris. Relation of students' attitude changes to teaching techniques—a preliminary study. *J. med. Educ.*, 1956, 31, 47-55.—Two projective techniques, consisting of a modified thematic apperception picture test and a set of 28 sentence completion items, were tried out on a sample of 6 second-year medical students. Additional data were obtained from 10 student-oriented seminar sessions which dealt with their problems in handling patients. The test data, independently evaluated by a psychologist and a psychiatrist, indicated that these projective techniques may be useful in measuring changes in student attitudes as further evidenced in the seminar sessions. "These

techniques should also be considered for use as a measure of the quality of teaching in this area."—J. T. Cowles.

7705. Muggenthaler, E. Die soziologische Stellung hilfsschulbedürftiger Kinder in einer Volksschulklasse. (The sociological status of slow-learning pupils in an elementary grade.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 226-230.—Sociometric studies of 48 pupils of an elementary grade show that slow-learning pupils among them are rejected because of academic failure, while in special classes for slow learners the rejection of a classmate is based on other, more personal biases. Early transfer of slow learners to special classes is stressed to ensure optimal adjustment in a more homogeneous group. 11 references.—E. Schwerin.

7706. Phillips, Beeman N., & DeVault, M. Vere. Relation of positive and negative sociometric valuations to social and personal adjustment of school children. *J. appl. Psychol.*, 1955, 39, 409-412.—For students (N = 250) in seven grade-school classes, the frequency of positive and negative sociometric choices was related to scores on the subtests of the California Test of Personality. Frequency of both positive and negative choices was dichotomized into "few" and "many," and the subtest scores were analyzed in a 2 x 2 factorial design created by the four possible combinations of choices. "Seven of the 12 subsections of the . . . test . . . produced evidence to indicate a relationship between one's social position among his peers and some aspect of personality adjustment as measured by this test."—P. Ash.

7707. Siegel, Laurence; Coon, Herbert L., Pepinsky, Harold B., & Rubin, Stanley. (*Ohio State U., Columbus*.) Expressed standards of behavior of high school students, teachers, and parents. *Personn. Guid. J.*, 1956, 34, 261-267.—Questionnaires describing how students should, or should not, act in seven different school situations were completed by 225 students in grades 7 through 12, 19 teachers of the same grades, and 18 parents. All three groups agree rather closely upon general standards of desirable behavior, though there is a definite separation between students and adults about the specific means of attaining these standards.—G. S. Spear.

7708. Smith, Ernest A. (*Hunter Coll., New York*.) Dating and courtship at Pioneer College. *Sociol. soc. Res.*, 1955, 40, 92-98.—The study was based on 132 returned questionnaires from matriculated unmarried students at Pioneer College. The author analyzes the returns to the questionnaire and states the study verifies that competitive dating is the dominant campus pattern. Steady dating is a secondary pattern, and partner selection tends toward campus homogamy.—S. M. Amatora.

7709. Stephenson, Chester M. (*Miami U., Oxford, O.*) The relation between the attitudes toward Negroes of seniors in a school of education and their major subject. *J. educ. Res.*, 1955, 49, 113-121.—The Hinckley Scale was used to measure attitudes toward the Negro. Attitudes of majors in Social Science and Mathematics Science were found most favorable, those of majors in Industrial Arts and Physical Education for Men, Home Economics, and Physical and Health Education for Men were found least so.—M. Murphy.

7710. Widmer, Konrad. Gedanken zum Problem der Schulangst. (Thoughts on the problem of school anxiety.) *Heilpädagog. Werkbl.*, 1955, 24, 194-203.—School anxiety manifests itself in many different forms, as shown by 7 examples. It is only a symptom and may be due to quite different causes. The effect is always interference with optimal learning in school. The child without anxiety has confidence in his ability to succeed and confidence in the continued acceptance and trust of teacher and pupils, should he fail to be perfect. This points up the means of prevention and cure of school anxiety. Artificial production of anxiety by teachers or parents through threats, punishment or excessive demands should never be used.—D. F. Mindlin.

7711. Woolf, Maurice D. (Kansas State Coll., Manhattan.), & Woolf, Jeanne A. Is interest maturity related to linguistic development? *J. appl. Psychol.*, 1955, 39, 413-415.—A group (Group A) of 119 college freshmen whose quantitative (Q) scores on the ACE Psychological Examination were 20 or more points higher than their language (L) scores, were compared with a group (Group B) of 110 students (equated with Group A on Q scores) whose Q and L scores did not differ by more than 4 percentile points. Strong VIB scores for 6 occupational scales and for 3 non-occupational scales were compared for the 2 groups. The Group B, with equal Q and L scores, scored significantly higher than Group A on the Interest Maturity VIB scale. No other differences were significant. "In view of the findings . . . , IM appears to be related to a balance in development between verbal and quantitative abilities."—P. Ash.

(See also abstract 6788)

SPECIAL EDUCATION

7712. Barbe, Walter B. (Chattanooga U., Tenn.) Evaluation of special classes for gifted children. *Except. Child.*, 1955, 22, 60-62.—An investigation by questionnaire of how graduates of major work programs for gifted children in Cleveland, Ohio, evaluated the program. A 77% return on the questionnaire revealed that 47% of the respondents approved of the program with enthusiasm and 37% approved with hesitancy. The best liked aspects of the program were the opportunity to express individuality and to study special subjects. The least liked aspects of the program were the lack of social contacts with other pupils and the attitudes of other students and teachers towards the program.—J. J. Gallagher.

7713. Baumgartner, Bernice B. Study projects for trainable mentally handicapped children in Illinois. *Amer. J. ment. Defic.*, 1956, 60, 488-491.—A report is presented of a study designed to determine what could be done in the Illinois public schools for the trainable mentally handicapped child.—V. M. Staudt.

7714. Bloustein, Murray. (State U. New York, Buffalo.) How special is special education? *Except. Child.*, 1955, 22, 98-100; 122.—A question is raised as to the appropriateness of the educational philosophy of helping the handicapped person to be as much like a normal person as possible. (One of the most important goals of special education should be to help an individual to obtain an accurate evalua-

tion of self.) Less time should be spent in aptitude testing, guidance, etc., and more upon helping the individual obtain realistic aims and objectives.—J. J. Gallagher.

7715. Cassell, John T. (Mansfield State Training Sch., Mansfield Depot, Conn.) A survey of the major problems affecting the education of the mentally retarded in residential schools (public and private) and in public day schools. *Amer. J. ment. Defic.*, 1956, 60, 470-487.—An open-end questionnaire was sent to administrators of 185 selected state, public and private schools throughout the nation. According to the returns the following were rated as the major problems in the order of importance: (1) "Shortage of trained personnel. (2) Lack of teacher training facilities. (3) Need for greater public understanding. (4) Inadequate classroom space and facilities. (5) Need for parent education. (6) Lack of suitable curriculum guides or plans. (7) Shortage of suitable teaching materials and equipment. (8) Unattractive pay differential for special class teachers. (9) Need for guidance and after school programs. (10) Difficulties in establishing classes for the trainable child."—V. M. Staudt.

7716. Delp, Harold A. (Train. Sch., Vineland, N. J.) How many exceptional children in your school? *Train. Sch. Bull.*, 1955, 52, 198-201.—(Reprinted from *Sch. Exec.*, 1955, 75(3).)—Half of the children in schools need special consideration for mental differences; probably half need special educational help; 65% have physical defects; and some are socially maladjusted. Few children earn the classification of average.—W. L. Wilkins.

7717. Gellner, Lise. Causes of different kinds of learning disability. *Spec. Schs J.*, 1955, 44(4), 12-17; 23.—Discusses 4 main disorders, with physiological bases, which singly or in various combinations account for the different kinds of learning difficulties. In terms of functional disturbance the author defines them as: word-sound deafness, word-meaning deafness, movement blindness, and meaning blindness. Case records of several of the author's patients illustrate how these disabilities affect a child's behavior and interfere with the learning of the three R's. Careful diagnosis of the child's functional impairment would enable teachers to avoid teaching methods harmful to the child.—(Courtesy of *Rehabilit. Lit.*)

7718. Goodenough, Florence L., & Rynkiewicz, Lois M. (U. Minnesota, Minneapolis.) Exceptional children. New York: Appleton-Century-Crofts, Inc., 1956. x, 426 p. \$4.50.—Though not "a psychology of exceptional children," this text is more concerned with psychological aspects of understanding and working with such children than with the description of educational programs for them. Some 19% of the treatment is generally orienting in nature; 28% pertains to the (mentally) superior deviate; 22%, to the intellectually inadequate; 4%, to the educationally retarded; 6%, to children with deviations in speech; and 21%, to the children with physical handicaps. One part is devoted to "the deviate and social progress." Chapter bibliographies.—T. E. Newland.

7719. Graf, M. Regis. Erziehung blinder Kinder. (Education of blind children.) *Heilpädagog. Werkbl.*, 1955, 24, 246-254.—Education of the blind is remedial education even though the defect cannot be changed,

since the physical handicap constitutes a danger of emotional and spiritual maldevelopment. Memory, imagination and effort must be drawn upon more than in the normal child. Bad habits such as grimacing or rocking which might attract unfavorable attention must be overcome. Acuity of hearing and touch must be strengthened through regular exercises. The blind child's abilities must be studied in order to guide him into appropriate vocational channels. The number of openings for well-trained blind persons in industry and in the community is steadily increasing.—D. F. Mindlin.

7720. Hall, Theodore. **Gifted children: the Cleveland story.** Cleveland, O.: World Publishing Co., 1956. 91 p. \$2.00.—This is a popularly written description of the Major Work class program of identifying and educating gifted children. A guide for the development of such classes also is provided.—T. E. Newland.

7721. Hopkins, Thomas W., Bice, Harry V., & Colton, Kathryn C. **Evaluation and education of the cerebral palsied child: New Jersey study.** Washington, D. C.: International Council for Exceptional Children, 1954. xiii, 114 p. \$1.60.—With the records of 1505 cerebral palsied individuals, the authors have compared physical and psychological factors exhibited by the four main types of cerebral palsy. From these findings, practical applications of teaching and counseling methods are made to problems of the cerebral palsied. There is a discussion of the integration of professional services for successful diagnosis and treatment of these children.—L. S. Blackman.

7722. Jolles, Isaac. **A public school demonstration class for children with brain damage.** *Amer. J. ment. Defic.*, 1956, 60, 582-588.—A project in Illinois providing for a public school demonstration class for children with brain damage is described. Results and conclusions are presented.—V. M. Staudt.

7723. Riese, Hertha. (Educational Therapy Center, Richmond, Va.) **Academic work with an eleven year old girl with an IQ of 41.** *Amer. J. ment. Defic.*, 1956, 60, 545-551.—"A 14 year old girl with an MA of 5 years 6 months at this time, probably brain-injured through anoxia at birth, has benefited from academic studies. Totally illiterate at referral she now reads and studies on the second grade level and writes fluently, mastering the spelling of a relatively large number of words. The method of teaching is explained and its meaning analyzed."—V. M. Staudt.

7724. Salsman, Lillian V. (Division of Nursing Services, Albany, N. Y.), & Abrahamer, Cecelia T. **Care of young children in state schools for mental defectives.** New York State Department of Mental Hygiene. *Amer. J. ment. Defic.*, 1956, 60, 463-466.—A description is given of the special care given to very young children (under age five) in the New York State schools for mental defectives.—V. M. Staudt.

7725. Sidler, Martha. **Aufgaben und Arbeitsweise einer heilpädagogischen Beobachtungsklasse.** (Goals and technique of a class for remedial education and observation.) *Heilpädagog. Werkbl.*, 1955, 24, 204-208.—The work of remedial classes in Zürich is described by their founder. Both behavior and educa-

tional problems are included in these classes. About 50% later return to the regular program, 25% enter classes for the mentally retarded and 25% need to be trained in special institutions. Instruction is individual about one fourth of the time. Places are limited because the number of such classes is small and their size is limited to 12-15. Composition of each group should be planned so as to balance various types of difficulties.—D. F. Mindlin.

7726. Sutton, Eddie Lee. (Foster Elem. School, Evanston, Ill.) **Integrating speech therapy with language arts.** *J. Speech Hearing Disorders*, 1955, 20, 376-379.—Discussion of a curricular integration of speech therapy with language arts in the elementary school. Speech therapy can be reinforced by integrating it with at least one other complementary phase of learning. Suggested graded list of objectives beginning with kindergarten through the fifth grade is given.—M. F. Palmer.

7727. Weatherman, Richard F. **The brain-damaged child; a new challenge to educators.** *Minn. J. Educ.*, 1955, 36, 26.—Suburban areas are finding the problem of providing special education a difficult one since classes are overcrowded, special facilities lacking, and the teacher shortage acute. The mentally retarded, especially those who are brain-damaged, need special equipment, methods designed to cope with factors of their particular type of handicaps, and more individual instruction. Characteristics of the brain damaged child which make it virtually impossible to include him in the regular classroom are discussed.—(Courtesy of *Bull. Curr. Lit. . . . Handicapped.*)

(See also abstracts 6943, 7333, 7402, 7460, 7467, 7627)

EDUCATIONAL GUIDANCE

7728. Blake, Walter S., Jr. (U. Maryland, College Park.) **A basic study skills program for colleges and universities.** *Personn. Guid. J.*, 1956, 34, 289-291.—A college-level study skills program is outlined. Topics covered are program aims, operating principles, diagnostic procedures, appropriate courses and services, staff, administration, and equipment.—G. S. Speer.

7729. Brown, Howard E. (Oklahoma City (Okla.) Public Schs.) **This is the way to study.** New York: J. B. Lippincott Co., 1955. vii, 109 p. \$2.25.—Designed for high school students, this manual on how to study (excerpted from the author's "Getting Adjusted to Life") explains in six chapters some of the basic motivational factors and reading techniques necessary for effective studying. Psychological principles of learning, and how they relate to good study procedures, are presented in non-technical language. Supplementary reference list and film resources.—F. Costin.

7730. Custer, Violet Marie. **An evaluative study of the guidance program in the Archdiocesan High Schools of Saint Louis.** Washington, D. C.: The Catholic University of America Press, 1955. xii, 137 p. \$1.50.—The study was undertaken in 1954 to appraise the current status and effectiveness of the guidance program, which had been in operation for the past 3 years. 4 instruments utilized were a student questionnaire, a teacher questionnaire, a coun-

selor questionnaire, and a check-list for controlling an interview with the principal of each school. Results were also compared with questionnaires sent out in the beginning of the guidance program 3 years earlier. A total number of 1,780 pupils participated. All aspects of the study are analyzed in detail. Recommendations and conclusions are given. 124-item bibliography.—S. M. Amatora.

7731. Ederer, Karl Anton. *Die Munchener Schuljugendberatung Idee und Verwirklichung.* (The counseling of Munich school children.) *Schule u. Psychol.*, 1954, 1(1), 4-10.—It is essential that the human being itself should be developed in a student and all the environmental factors have to be taken into consideration with psychological knowledge and according to school pedagogical principles.—A. Reissner.

7732. Graap, Fritz. *Über den Einfluss seelischer Fehlhaltungen auf die Schulleistungen 14-jähriger Kinder und die Möglichkeit ihrer schulpädagogischen Behandlung.* (Concerning the influence of emotional disturbances on school achievement of 14-year old children and the possibility of treatment by pedagogic methods.) *Prax. Kinderpsychol. Kinderpsychiat.*, 1955, 4, 215-221.—Case histories are presented to illustrate the view that emotional disturbance has the effect of lowering learning efficiency. The teacher must have a deep understanding of developmental psychology to help the individual child who presents a problem in the classroom.—E. Schwertin.

7733. Griffiths, Margaret. (Nenah (Wis.) High Sch.), & Scott, Bernice. *Guidance specialists as resource persons. The high school counselor.* *Yearb. Ass. Superv. curr. Develpm.*, 1955, 113-126.—The high school counselor is in a key position in the life of the school. Fundamentally, he must value the individual, believe in his worth and dignity. A cooperative counselor-teacher relationship is like a two-way street. There are countless opportunities for the teacher to observe pupil behavior. Both teacher and counselor study and interpret these observations and plan a course of action. Numerous opportunities for incidental counseling and in-service education will arise.—S. M. Amatora.

7734. Hand, Harold C. (U. Illinois, Urbana.) *Organizing the school for guidance.* *Yearb. Ass. Superv. curr. Develpm.*, 1955, 77-98.—While instruction is inseparable from guidance, guidance is separable from instruction. The organizational pattern of the curriculum must be so ordered that teachers can gain deeper understandings of their pupils, thus enabling them to have greater opportunity to guide the latter's development effectively. There is need for the reciprocal reinforcement of one another's effort at all school levels. The author points out ways of organizing staff efforts, including all academic departments.—S. M. Amatora.

7735. Hoover, Kenneth H., & Micka, Helen K. (San Francisco (Calif.) State Coll.) *Student-parent interest comparisons in counseling high school students.* *Personn. Guid. J.*, 1956, 34, 292-294.—High school juniors complete the Kuder Preference Record for themselves, and their parents complete it as they think their sons or daughters will answer. Similarities, or differences, in the responses are later

used as a basis for counseling students and their parents.—G. S. Spear.

7736. Jakobsen, Rasmus. *Forældresamtaler i den skolepsykiologiske praksis.* (Parent conferences in school-psychological practice.) *Nord. Psykol.*, 1954, 6, 121-127.—Practical suggestions to school psychologists on how to conduct a conference with parents. How such a conference proceeds will depend upon the background of the psychologist, the work load, the child's problem, and the kind of parent one is dealing with. Ideally the task of the psychologist is to find the share parents play in the child's problem, to help them realize this and change accordingly. Such interviews should be done in a somewhat "nondirective" fashion, never giving parents any more insight than they will accept. The psychologist should ask without questioning, advise without giving direct advice.—B. Karlsen.

7737. Jones, Edward S. (U. Buffalo, N. Y.) *The probation student: what he is like and what can be done about it.* *J. educ. Res.*, 1955, 49, 93-102.—The area of study habits seems to be more important than motivation in differentiating probation students from others, although the evaluation of the latter may have been faulty. The value of counseling probation students was demonstrated: their chances of survival were tripled compared with non-counseled students.—M. Murphy.

7738. Kavin, Ethel. (U. Chicago, Ill.) *Guidance specialists as resource persons. Preschool and elementary school guidance.* *Yearb. Ass. Superv. curr. Develpm.*, 1955, 101-113.—It is logical for the school to engage in a conscious effort at guidance as early as possible in the life of the child, at least with his entrance into school at kindergarten or first grade. Just as every good teacher is constantly guiding children, so every good school has guidance constantly going on within it, whether or not the program is labeled as such. The good teacher must observe and study each child in order to understand him as he is, a unique individual. The author discusses the various responsibilities as well as supplementary helps.—S. M. Amatora.

7739. Leonard, Eugenie Andruss. *Origins of personnel services in American higher education.* Minneapolis: University of Minnesota Press, 1956. 146 p. \$3.00.—The history of personnel services in higher education is traced from the Colonial Period to the present. The general development of educational facilities in this country is also traced. Many quotations from historical documents provide evidence of the evolution of student personnel services. Originally, presidents of colleges were personally responsible. As the colleges grew, responsibilities were delegated to a variety of people, and finally there came the development of "... unified comprehensive programs of personnel administration in the colleges and universities of the United States." 9-page bibliography.—W. Coleman.

7740. Low, Camilla M. (U. Wisconsin, Madison.) *Guiding through teaching.* *Yearb. Ass. Superv. curr. Develpm.*, 1955, 217-224.—The teacher is acting in his guidance capacity when he attempts to learn about the various social, emotional, physical, and intellectual factors in the personality of a child. He uses this background of understanding to adjust both the content and the methods of his teaching ac-

cording to the child's level of development. The teacher who guides as he teaches finds a more congenial reception for subject matter he attempts to teach. This devolves upon his appreciation of each child as a human being.—S. M. Amatora.

7741. McDaniel, Henry B., & Shaftel, G. A. (Stanford U., Calif.) *Guidance in the modern school*. New York: The Dryden Press, 1956. xv, 526 p. \$5.75.—Guidance in the modern school is divided into three major functions; adjustive, distributive, and adaptive. The adjustive function entails the assessment of needs, abilities, aptitudes, interests, and adjustment. The principles of counseling are also discussed under this rubric. The distributive function implies the presentation of occupational information and vocational counseling. The adaptive function involves adapting the school to the individual student and the utilization of group activities. The first part of the book is devoted to an overview, basic concepts, and a look at guidance at the elementary and secondary school levels. In the last section on evaluation there is a discussion of counselor qualifications and credentials and new directions in guidance in addition to a description of evaluative procedures.—W. Coleman.

7742. Martin, Patrick O. (Stratford Jr. H. S., Arlington, Va.) *Unwanted children*. *Teach. Coll. Rec.*, 1955, 57, 189-195.—Children who hate, the unwanted, are known as socially maladjusted, delinquent, or incorrigible. For financial and other reasons no present institution or profession can help them. For his own good and that of his fellow pupils the best procedure at present may be exclusion from school.—H. K. Moore.

7743. Mehl, Walter J. *The college student personnel program*. *J. higher Educ.*, 1955, 26, 439-442.—The organization of the student personnel program, its relation to the college administration and faculty, the necessary staff, and the most significant activities included in the program are discussed.—M. Murphy.

7744. Otis, Jack. (U. Illinois, Urbana.) *Psychotherapy with foreign students in a university*. *Ment. Hyg.*, N. Y., 1955, 39, 581-597.—The best interests of foreign governments and our own educational institutions would be served if: (1) research on the evaluation of the potential students' emotional stability were done with particular regard to his capacity to withstand both academic pressure and absence from home; (2) better planning with regard to the students' familial, academic and financial capacities for pursuit of the proposed course of study; (3) evaluation of English-speaking and reading competency; (4) orientation to the problems encountered by peers of his own country who studied abroad; and (5) orientation regarding existing prejudices he may expect to encounter here.—M. A. Seidenfeld.

7745. Sarnoff, Irving, & Raphael, Theophile. (U. Michigan, Ann Arbor.) *Five failing college students*. *Amer. J. Orthopsychiat.*, 1955, 25, 343-372.—Five failing male college freshmen were studied in an attempt to explore the failure process. Although all the failures seemed to be multifactorial, three factors seemed to have the greatest weight: (1) shallowness of motivation for the work they were expected to do, (2) immaturity in operation attitude and outlook, and (3) lack of adequate work habits

relative to assignments at the university level. The results show that even a moderate degree of initial failure must be considered prognostically, as the outlook is not good.—R. E. Perl.

7746. Stone, Walter L. (Hanover Coll., Ind.) *Informal observations in guidance: observations in counseling by a sociologist*. *Personn. Guid. J.*, 1955, 34, 229-231.—A survey of 210 college students counseled in the last six years indicated that the major situational causes of difficulty lay in five human relations areas: family relationships, college situation, scholastic situation, social adjustment, and sex adjustment.—G. S. Speer.

7747. Tinsley, Mary Ann. (Syracuse U., N. Y.) *The faculty adviser in the liberal arts college*. *Personn. Guid. J.*, 1955, 34, 219-220.—Questionnaires concerned with the activities and function of the faculty adviser were returned by 19 major liberal arts colleges, and the results are examined in detail. Some general conclusions are that the adviser is assigned more advisees than he can adequately work with, other responsibilities are not lightened, the academic aspects are given the major emphasis, and there is a lack of agreement as to what should constitute advisory training programs.—G. S. Speer.

7748. Vaughan, Warren T., Jr. (Harvard U., Cambridge, Mass.) *Mental health for school children*. *Children*, 1955, 2, 203-207.—A mental health program in the school system must be concerned with the individual emotional and physical well-being of all the children and adults making up the school community. Various states and communities have divergent viewpoints reflected in policy and practice as to wherein lies responsibility for providing mental health protection for school-age children. The program presently used in Massachusetts is one which views the problem in a broad manner and endeavors to cope with it on a state-wide basis. Details of the program are discussed.—S. M. Amatora.

7749. Walker, John L. *Counselors' judgments in the prediction of the occupational and educational performance of former high school students*. *J. educ. Res.*, 1955, 49, 81-91.—Data concerning 60 male students were given to 25 counselors 5 and 6 years after the students had left high school. The counselors were asked to estimate the occupational and educational performance of these students after leaving school and these estimates were compared with the students' actual performance. Such performance was more accurately predicted than job performance; predictions were more accurate for bright than for dull students both in school and job performance; school performance of dull students was underestimated, but there was no consistent direction of error in predicting job performance for these students.—M. Murphy.

(See also abstracts 7334, 7646)

EDUCATIONAL MEASUREMENT

7750. Barnes, Paul J. (World Book Co., Yonkers-on-Hudson, N. Y.) *Prediction of achievement in grades one through four from Otis Quick-scoring Mental Ability Tests: Alpha short form*. *Educ. psychol. Measmt.*, 1955, 15, 493-494.—Otis Alpha r's with Stanford Achievement Subtests ranged from

.31 to .63 with subjects from Grades 1, 2, 3, and 4.—*W. Coleman.*

7751. **Bennett, G. K.** *The D.A.T.—a seven-year follow-up.* *Test Serv. Bull.*, 1955, No. 49, 1-5.—During 1954-55 five cities—Ann Arbor, Michigan; Jackson, Michigan; St. Paul, Minnesota; Dover, New Jersey; and Mount Vernon, New York—cooperated in a second follow-up. Questionnaires were sent out to 2,386 individuals, and replies were received from 1,430, or 59%. As in the previous study their 1947 differential aptitude test scores have been converted to standard scores with a mean of 50 and a standard deviation of 10 based upon the original population of 2,900 high school students. Once again, those who answered the questionnaire tended to be very slightly superior to those who failed to reply. Regardless of the test, the mean of those replying is elevated by about one-tenth of a standard deviation while those not replying fall a similar distance below the average of the entire group.—*G. C. Carter.*

7752. **Bond, Guy L., & Clymer, Theodore W.** (*U. Minnesota, Minneapolis.*) *Interrelationship of the SRA Primary Mental Abilities, other mental characteristics, and reading ability.* *J. educ. Res.*, 1955, 49, 131-136.—The SRA Primary Mental Abilities, Elementary, Ages 7-11; The Durrell-Sullivan Reading Capacity Test, Intermediate; 2 psychological tests designed by the authors, a Figure and Ground Test and a Perseveration Test; and 2 of the Gates Basic Reading Tests were given to 87 4th Grade pupils. The relation of factor analyzed tests to validity studies is discussed, and the correlation matrix is given.—*M. Murphy.*

7753. **Bowman, Howard A.** (*Los Angeles (Calif.) City Public Schs.*) *Problems associated with intelligence testing in a large city district.* *Calif. J. educ. Res.*, 1956, 7, 6-14.—Data obtained by means of two unnamed intelligence tests administered routinely to beginning first graders in the fall and in the spring were compared by districts within Los Angeles and for the total population tested. Differences between tests were greater than between results obtained at the different testing times.—*T. E. Newland.*

7754. **Chahbazi, Parviz.** (*Cornell U., Ithaca, N. Y.*) *The prediction of achievement in a college of agriculture.* *Educ. psychol. Measmt.*, 1955, 15, 484-486.—A multiple R of .536 was obtained between five predictor variables and first term averages for 813 students in the Cornell College of Agriculture. Regression weights were determined for (1) secondary school average .388; (2) Cooperative Reading .077, Cornell Mathematics .157, Cooperative Science .115, and O. S. P. E. .007.—*W. Coleman.*

7755. **Chothia, F. S.** *Predicting success in colleges.* *Indian J. Psychol.*, 1954, 29, 185-189.—The entrance examination, a non-verbal intelligence test, a test of spatial ability, and some other psychological tests, were studied for their value in predicting the first year final grade in a number of colleges. Some of the correlations were high in engineering schools, and extremely low in the case of a medical college. Multiple correlations were higher, and indicated that college entrance examinations should be supplemented with psychological examinations for predicting success, and possibly for selection.—*H. Wunderlich.*

7756. **College Entrance Examination Board.** *Advanced placement program.* New York: College

Entrance Examination Board, 1956. 136 p.—The new College Board program of advanced placement examinations which enable colleges to grant advanced course standing and credit to students admitted with superior high school training is described. An explanation of the program, descriptions of the college level school courses on which the examinations are based, and sample questions are included. The twelve subjects discussed are: Literature, European History, American History, French, German, Latin, Spanish, Biology, Chemistry, Physics, and Mathematics.—*G. C. Carter.*

7757. **College Entrance Examination Board.** *College admissions. 3. The interaction of school and college.* Princeton: Educational Testing Service, 1956. 115 p. \$3.00.—The papers which were the basic ingredient of the third annual Colloquium on College Admissions are presented. The programs for each of the four days were entitled: "The Setting," the background against which an adequate admission program may be formulated; "The Curriculum," the schools' offerings and the colleges' preparatory preferences; "Selection and Scholarships," the essential concerns in admission and guidance offices; and "Communication and Guidance," the exchange of information between schools and college.—*G. C. Carter.*

7758. **Fisher, Mildred L.** (*South Orange-Maplewood Schs., N. J.*) *The cumulative record as a tool.* *Yearb. Ass. Super. curr. Develpm.*, 1955, 147-173.—A good cumulative record for each child is a great help to the problem of individualizing instruction. Herein the teacher may obtain a record of developmental history, and therein perceive many factors which seldom come to life in the classroom. Longitudinal and cross-sectional pictures of the child provide the teacher with information not otherwise usually secured. However, the interpretation of data on the cumulative record is a task for trained educators. The author gives a number of safeguards for the teachers in interpreting records. She also shows how teachers can be helped to contribute effectively to the cumulative record.—*S. M. Amatora.*

7759. **Grater, Harry** (*Pennsylvania State U., University Park.*), & **Thalman, W. A.** *A statistical analysis of the relationship between American Council on Education Psychological Examination ratings and grade-point averages.* *J. educ. Res.*, 1955, 49, 307-310.—Correlations ranged from .23 (for Q score and grade-point average of male students) to .68 (same score, female students). L score correlations were intermediate. Since only percentile scores were available Spearman's rank-difference method was employed.—*M. Murphy.*

7760. **Gray, Carlingford; Duncan, Kaspar T., & Davis, Junius A.** (*Emory U., Ga.*) *A validation study of the Iowa Legal Aptitude Test.* *Educ. psychol. Measmt.*, 1955, 15, 499-501.—Iowa Legal Aptitude Test scores and pre-law grades were used to predict first year law grades at Emory. An r of .39 was obtained with the test against grades and .29 from pre-law grades. The memory subtest had an r of .38 with first year grades.—*W. Coleman.*

7761. **Gustad, John W.** (*U. Maryland, College Park.*), & **Fish, Janice P.** *The use of the Cooperative Mechanics of Expression Test in classification at the college freshman level.* *Educ. psychol. Measmt.*, 1955, 15, 436-440.—Use of the Cooperative

English Test A: Mechanics of Expression for determining student exemption from English 1 at the University of Maryland is described. Data are presented indicating that the exemption policy does not have adverse effects. "The selective efficiency of the Mechanics of Expression Test, used alone, was shown to be quite good."—*W. Coleman.*

7762. Hendriks, J. De kwalitatieve analyse van de intelligentie-test van Terman en Merrill. (The qualitative analysis of the intelligence test of Terman and Merrill.) Amsterdam: N. V. Standaardboekhandel, 1954. 71 p.—The author contradicts the usual opinion that the test of Terman and Merrill would lend itself to qualitative analysis. Apart from the general intelligence level the test only provides an opportunity for observation of the methods employed by the subject, and some insight in his personality structure.—(Courtesy *Ned. Tijdschr. Psychol.*)

7763. Hewitt, E. A. Some 11+ rejects who were subsequently admitted to a grammar school. *Res. Rev., Durham*, 1955, No. 6, 11-17.—A study involving the process of selecting pupils for secondary schools in England by means of examinations at the age of eleven plus. The investigator presents the results of interviews with six boys who had failed initially the selection test but who were later admitted and pursued their work with success. His conclusion is that the evidence, though limited, points up the familiar fact that subsequent school achievement is difficult to predict at eleven plus. "But if we insist on selection at that age, yet fail to make suitable provision for the misfits, wastage of talent may occur on a scale which the nation can ill afford."—*W. W. Brickman.*

7764. Jones, Margaret Hubbard, & Case, Harry W. (U. Calif., Los Angeles.) The validation of a new aptitude examination for engineering students. *Educ. psychol. Measmt*, 1955, 15, 502-508.—A four section engineering aptitude test was constructed by the Engineering Schools of the University of California at Los Angeles and Berkeley. The four sections included: (1) general scholastic ability, (2) mathematical reasoning, (3) understanding scientific relationships, and spatial visualization. Preliminary validation studies at U. C. L. A. yielded a multiple R of .51 with freshmen grades only, and .50 for a second group with a two-year grade average. The authors believe that interest and personality measures are needed to account for more of the variance.—*W. Coleman.*

7765. Keehn, J. D., & Prothro, E. Terry. (Amer. U. Beirut, Lebanon.) Non-verbal tests as predictors of academic success in Lebanon. *Educ. psychol. Measmt*, 1955, 15, 495-498.—Cattell's Culture-Free Test, Raven's Progressive Matrices, the French Dominoes Test, and a ten minute number series were administered to four classes of Arabian students in Beirut. R's with grade averages ranged from .04 to .47. The tests correlated from -.20 to .52 with teacher ratings of intelligence. A previous study with a verbal test had produced higher r's than these.—*W. Coleman.*

7766. Klugh, Henry E. (Alma Coll., Mich.), & Bendig, A. W. The Manifest Anxiety and ACE Scales and college achievement. *J. consult. Psychol.*, 1955, 19, 487.—Brief report.

7767. Lannholm, Gerald V. (Educational Testing Service, Princeton, N. J.) The development of an advanced level test in education. *J. educ. Res.*, 1955, 49, 311-313.—Procedures employed in development of the Advanced Education Test of the Graduate Record Examinations are described.—*M. Murphy.*

7768. Lewerenz, Alfred S. (Los Angeles (Calif.) Public Schs.) Development of achievement test norms differentiated for age and intelligence. *Calif. J. educ. Res.*, 1956, 7, 25-37.—Agreements and disparities between test data and achievement expectancies are reported with respect to chronological age levels, I.Q. levels, and subject matter areas. Age norms are observed as being more basic than grade placement equivalents. "School districts . . . will not be able to judge fairly the attainments (of pupils who are above or below 100 IQ) by the use of the usual "national grade placement norm," some sort of supplemental table of expectancies being needed for those pupils showing marked deviations in intelligence. The provision of supplemental expectancy data by test publishers is advocated.—*T. E. Newland.*

7769. Melton, Richard S. (U. Minnesota, Minneapolis.) Differentiation of successful and unsuccessful premedical students. *J. appl. Psychol.*, 1955, 39, 397-400.—The performance of 102 male nonveteran premedical students, as measured by high school rank, ACE test scores, Cooperative English test scores and a variety of nonintellective variables including the Physician scale of the Strong VIB, were used to attempt to predict (a) freshmen honor-point ratio, (b) continuation in the premedical curriculum, and (c) acceptance by a medical school. The intellective measures were found to be useful predictors, but the nonintellective measures were not.—*P. Ash.*

7770. Michael, William B., & Jones, Robert A. (U. Southern Calif., Los Angeles.) The influence of color of paper upon scores earned on objective achievement examination. *J. appl. Psychol.*, 1955, 39, 447-450.—Classes of college students were given objective-type final examinations mimeographed on different color papers. Paper color had no observable effect on test performance.—*P. Ash.*

7771. Mitchell, Blythe C. (World Book Co., Yonkers-on-Hudson, N. Y.) The relation of high school achievement to the abilities measured by the Holzinger-Crowder uni-factor test. *Educ. psychol. Measmt*, 1955, 15, 487-490.—Correlations are presented for the four Holzinger-Crowder Factors with grades on achievement test scores at the high school level in 14 different communities. Multiple R's and Beta weights are also given.—*W. Coleman.*

7772. Prescott, George A. (World Book Co., Yonkers-on-Hudson, N. Y.) Prediction of achievement in commercial subjects. *Educ. psychol. Measmt*, 1955, 15, 491-492.—Turse Clerical Aptitudes Test r's with teacher marks, teacher-made, and standardized test are given.—*W. Coleman.*

7773. Roelfs, R. M. (U. Arkansas, Fayetteville.) Trends in junior high school reporting. *J. educ. Res.*, 1955, 49, 241-249.—Trends which are evident in reporting to parents on pupil progress in junior high schools during the past 25 years are summarized.—*M. Murphy.*

7774. Sanders, William B., Osborne, R. Travis, & Greene, J. E. (U. Georgia, Athens.) Intelligence and academic performance of college students of urban, rural, and mixed backgrounds. *J. educ. Res.*, 1955, 49, 185-193.—In general urban groups markedly excel and mixed groups slightly excel rural groups in scholastic aptitude and in standardized measures of school achievement. The groups do not differ, however, in high school grades or college grades.—M. Murphy.

7775. Shanner, William M. (Calif. Test Bureau, Los Angeles.) Relationships between norms for mental maturity and achievement tests. *Calif. J. educ. Res.*, 1956, 7, 15-21.—Fifth, sixth, and seventh grade normative data in the manuals of the California Achievement Test and the California Test of Mental Maturity were analyzed with view to the establishment of achievement expectancies. A formula is presented for ascertaining individual expectancy on the finding that "the ratio of the deviation unit for achievement tests to the deviation unit for mental maturity tests is only .715."—T. E. Newland.

7776. Smith, John Allan. (Los Angeles (Calif.) City Schs.) Current trends in test construction in India. *Calif. J. educ. Res.*, 1956, 7, 38-45.—Observations are made regarding research difficulties and progress with respect to the areas of intelligence, achievement, aptitude, personality, and vocational interest testing. Cultural factors constitute a major impediment. Progress has occurred largely through relatively small-scale research done for theses. Most of the work has taken place with respect to the secondary level. While much test-adaptation has been undertaken, some indigenous tests have appeared.—T. E. Newland.

7777. Vernon, P. E., O'Gorman, M. B., & McLellan, A. (U. London, Eng.) A comparative study of educational attainments in England and Scotland. *Brit. J. educ. Psychol.*, 1955, 25, 195-203.—Children at three age levels, 8, 11, and 14, in comparable English and Scottish towns were tested in the main school subjects. Scottish 8-year-olds were greatly superior in formal subjects as word recognition, spelling, and arithmetic, though not in reading comprehension. At the 11-year level superiority in spelling and mechanical arithmetic alone persisted, and this condition substantially was found among the 14-year-old groups. Sex differences were marked, with Scottish girls retaining their advantage throughout, while the boys lost their superiority by the age of 11. The results tend to question the permanence of beneficial results produced by the more formal, and earlier-initiated training of Scottish education.—R. C. Strassburger.

7778. Wrightstone, J. Wayne; Justman, Joseph, & Robbins, Irving. *Evaluation in modern education*. New York: American Book Company, 1956. xi, 481 p. \$5.00.—The first part of the book is devoted to a brief history of measurement and evaluation and a general discussion of the principles, scope, methodology, and administrative aspects of evaluation. The second part takes up as major evaluation techniques, short-answer tests, essay and oral examinations, observation, anecdotal records, questionnaires, inventories, and interviews, checklists and rating scales, personal reports and projective techniques, sociometric methods, case studies, and cumulative records. The

third part discusses evaluation in the following areas: Language arts and mathematics, selected courses, interests, aptitudes, personal-social adjustment, attitudes and values, thinking and problem-solving, health and physical development, socio-economic status, and school and teaching practices.—W. Coleman.

(See also abstracts 6893, 6894, 7698)

EDUCATION STAFF PERSONNEL

7779. Anderson, William F., Jr. (U. Alabama, University.) The advantages and disadvantages of teaching as judged by parents of differing socio-economic status. *J. educ. Sociol.*, 1955, 29, 119-125.—A questionnaire was constructed and administered to 666 tenth-grade students in 4 public high schools of Cedar Rapids, Iowa. Findings indicate that parents of the four social classes express similar attitudes toward the advantages and disadvantages of the teaching profession. Yet certain differences were noted involving possible significance for those interested in the recruitment and advancement of teachers. These are listed under 6 points and explained in detail.—S. M. Amatora.

7780. Chase, Francis S. (U. Chicago, Ill.), & Guba, Egon G. Administrative roles and behavior. *Rev. educ. Res.*, 1955, 25, 281-298.—The 88 studies reviewed in this article date chiefly from 1952 to 1955 and deal with the following topics: definitions of the administrative role, the administrator and the teaching staff (satisfaction and morale, effectiveness and productivity, leadership and supervision), the administrator and the schoolboard, the administrator and the community, and role conflict and the dilemma of leadership. Research in human relations is new, and consequently the literature tends toward discursiveness, exhortation, and other shortcomings. The outlook for future research, however, is reasonably good.—W. W. Brickman.

7781. Gage, N. L., Leavitt, George S., & Stone, George C. (U. Illinois, Urbana.) Teachers' understanding of their pupils and pupils' ratings of their teachers. *Psychol. Monogr.*, 1955, 69(21), (No. 406), 37 p.—Utilizing three tests of teachers' understanding of pupils devised by the investigators, 103 teachers of the 4th, 5th and 6th grade pupils were given and correlated with pupil description of teacher behavior as revealed in both a forced-choice and a free-choice rating scale. Only one significant correlation, an r of .28 between teachers' accuracy in predicting inter-pupil preferences and her pupils' judgment that their teacher "knows which pupils you like best in this class." This accuracy score was found also to correlate .33 with accuracy in predicting pupils' problems and .27 with the mean socio-economic status of the class which the authors interpret as "indicating some relationship between transparency of inter-pupil preferences and pupils' 'social class' status." 24 references.—M. A. Seidenfeld.

7782. Guba, E. G., & Getzels, J. W. (U. Chicago, Ill.) Personality and teacher effectiveness: a problem in theoretical research. *J. educ. Psychol.*, 1955, 46, 330-344.—Demonstrates some advantages of the theoretical approach over the "fact-finding or normative" procedure in studying the relationship between personality and teacher effectiveness.

8 specific advantages are stated, growing out of a systematic comparison of data derived from the use of normatively oriented instruments with data obtained by using theoretically oriented instruments.—*F. Costin.*

7783. LaBue, Anthony C. (*George Washington U., Washington, D. C.*) **Personality traits and persistence of interest in teaching as a vocational choice.** *J. appl. Psychol.*, 1955, 39, 362-365.—MMPI scores were compared for "persistent" and "nonpersistent" male and female college students. "Persistent" meant completion of a program of teacher preparation and acceptance of a teaching position after graduation; "nonpersistent" meant making application for admission to a teacher preparation program but not enrolling in the program. Significant differences between persistent and nonpersistent females in mean scores were found on five of nine MMPI scales, but only one significant difference was found for the male groups.—*P. Ash.*

7784. Lanzetta, John T., & Knoell, Dorothy M. (*Crew Research Lab., Randolph AFB, Tex.*) **Some correlates of instructor job satisfaction.** *USAF Pers. Train. Res. Cent., Res. Rep.*, 1955, No. AFPTRC-TN-55-28, 49 p.—An 85-item attitude questionnaire was administered to 765 instructors at eight Crew Training Air Force bases. Six scales were developed, one of which was interpreted as "satisfaction with present job assignment." Relationships were investigated between scores on this scale and other attitudinal, demographic and performance characteristics of the instructor sample. Base differences in job satisfaction and correlates of these differences were also explored.—*S. B. Sells.*

7785. Levine, Madeline S. (*New York U.*) **Guidance: a positive factor in teacher education.** *Personn. Guid. J.*, 1956, 34, 271-275.—A teacher-training program which puts a heavy emphasis on counseling is informally described.—*G. S. Speer.*

7786. McGee, Henry Morrison. (*U. California, Berkeley.*) **Measurement of authoritarianism and its relation to teachers' classroom behavior.** *Genet. Psychol. Monogr.*, 1955, 52, 89-146.—Data were obtained from 184 teachers in the public elementary and secondary schools of Oakland, California. "Verbal responses of teachers to statements on an opinion-attitude scale for measuring authoritarianism (the F-scale) and measurable aspects of teachers' overt authoritarian behavior in the classroom" are significantly interrelated (over-all correlation of .58). These teachers were less authoritarian than the average of 14 groups of middle class adults reported in earlier research. The men of this sample of teachers were significantly lower than the women on both measures of authoritarianism. 46 references.—*G. G. Thompson.*

7787. Morsh, Joseph E. (*AFPTRC, San Antonio, Tex.*) **The Q-sort technique as a group measure.** *Educ. psychol. Measmt.*, 1955, 15, 390-395.—30 items from the Wherry universe of 900 items descriptive of student opinion of teacher effectiveness were selected so that their discrimination indexes approximated a normal curve. The items were arranged in random order on a page and air force students were asked to rate them in an adaptation of the Q-sort technique. Four possible methods are outlined for obtaining an index of the composite opinion

of the class from the data obtained. Possible uses of this modification of the Q-sort are also listed.—*W. Coleman.*

7788. Moustakas, Clark E. (*Merrill-Palmer Sch., Detroit, Mich.*) **The teacher and the child; personal interaction in the classroom.** New York: McGraw-Hill Book Co., 1956. xiv, 265 p. \$4.50.—The author reports interactions gathered by 92 elementary and secondary school teachers in 4 school systems, who kept tape recordings and detailed notes on the developing relationships between teacher and child. Results are discussed in 8 chapters on pupil-teacher relationships, growth and development of children's emotions, sensitive listening, experimental mental hygiene approaches, self-exploration among high school students, and success and failure in creating interpersonal relationships in the classroom. Through the book, the basic premise is that the development of the right kind of relationships in the classroom can make teachers more effective and pupils better able to develop their potentialities.—*S. M. Amatora.*

7789. Noble, Jeanne L., & Mathewson, Robert H. (*City Coll., New York.*) **Evaluating a program of counselor training through group conferences.** *Personn. Guid. J.*, 1956, 34, 285-288.—It is concluded that meetings of small groups of persons who had graduated from the program in guidance and school counseling proved to be an excellent evaluating device. Some suggestions for the use of such groups are made.—*G. S. Speer.*

7790. Schultz, Raymond E., & Ohlsen, Merle M. (*U. Illinois, Urbana.*) **Interest patterns of best and poorest student teachers.** *J. educ. Sociol.*, 1955, 29, 108-112.—The best 15% and the poorest 15% of student teachers, 100 in all, were selected for study of interest patterns, using the Strong Vocational Interest Blank. Chi-square test was used. Differences significant at the 5% level were found on 18 of the 400 items for men and on 24 items for women. Though the instrument does not discriminate conclusively between the two groups, other noteworthy relationships were revealed. The best students were interested in working with people and pursuing intellectual interests while the poorest students tended to avoid such occupations and to select those which offered personal gain. They considered salary the most important prerequisite for selecting occupations.—*S. M. Amatora.*

7791. Stevens, Samuel N. **The teacher-student relationship.** *USAF, ATC Instructors J.*, 1955, 6 (3), 11-14.—The military training situation puts particular stress on instruction methods and attitudes. Recognition of individual differences, physical appearance of classroom and instructor, as well as orderly presentation of subject matter are essential. The instructor contributes more than specific skills.—*R. Tyson.*

7792. Stewart, Lawrence H. (*U. California, Berkeley.*), & Roberts, Joseph P. **The relationship of Kuder profiles to remaining in a teachers' college and to occupational choice.** *Educ. psychol. Measmt.*, 1955, 15, 416-421.—Female students who left Peabody College before completing 2 years of training differed in four areas on the Kuder Vocational from those who remained and planned to teach. Differences at the .05 level were obtained on the out-

door, mechanical, persuasive, and clerical scales. Discriminant analysis and the Osgood-Suci D technique were employed yielding different results.—*W. Coleman*.

7793. Stout, Ruth A. (Kansas State Teachers Ass., Topeka.) Admissions and retention practices in college programs of teacher education. *Personnel Guid. J.*, 1955, 34, 208-212.—Questionnaires concerned with admission and retention practices in college and university programs of teacher education were returned by 785 institutions. These questionnaires are examined in detail, but general conclusions appear to be that there is a general belief in the importance of careful selection and retention, and that graduates in teacher education compare favorably in academic rank with graduates of other professional programs.—*G. S. Speer*.

7794. Turman, James A., & Holtzman, Wayne H. (U. Texas, Austin.) Attitudes of white and Negro teachers toward non-segregation in the classroom. *J. soc. Psychol.*, 1955, 42, 61-70.—A representative sample of 144 white and 150 Negro in-service, public school teachers in the State of Texas was administered an extensive questionnaire dealing with attitudes toward non-segregated education. A scale was devised which measures roughly the degree of tolerance held by an individual for the non-segregated classroom. Non-segregation was completely approved by 44 per cent of the white and 57 per cent of the Negro teachers. Among other findings, non-segregation tolerance was associated with moving from public school to graduate school education, with previous experience with Negroes, and with recency of educational training.—*J. C. Franklin*.

(See also abstract 7704)

PERSONNEL PSYCHOLOGY

7795. Basilius, Harold A. (Wayne U., Detroit, Mich.) What are business and industry looking for in college graduates? Detroit, Mich.: The Detroit Employer Opinion Survey, March, 1956. ii, 51 p.—Although the first purpose of a survey of 123 employers from 38 firms in the Detroit area was to "sample opinions . . . regarding the qualities and capabilities of Wayne graduates currently employed" by these firms, answers received also reflected attitudes toward colleges and their graduates in general. Responses to depth interviews are reported (with various subdivisions) in these categories: evaluations of the respondents' own education, the expectations and promotion criteria they apply to graduates, opinions about the contemporary college, and the respondents' conception of general education and of the chief sources of their own education.—*D. G. Livingston*.

7796. Basilius, Harold A., Crow, Walter A., & Linck, Orville F. What are business and industry looking for in college graduates? A summary of the report of the DEOS. Detroit, Mich.: Detroit Employer Opinion Survey, March, 1956, 15 p.—A separately-published summary of a report abstracted as entry no. 7795.

7797. Blansfield, Michael G. (Norton AFB, San Bernardino, Calif.) Consider "value analysis" to get the most out of role playing. *Personnel J.*, 1955, 34, 251-254.—A rating scale was devised from

a list of values developed by managers being trained in role playing as a means of solving work problems and gaining insight into their success-impeding attitudes and behavior patterns. The attitude and behavior of the highest ranking person in the role-playing situation were rated for friendliness, permissiveness, understanding, tolerance, feeling reflectiveness, recognition of the worker, willingness to make concessions, appeals to positive motivations and role-reversal. Other role-players were rated on friendliness, cooperativeness and tolerance. The result, if any, was rated for mutual understanding, mutual acceptance and means to prevent problem recurrence.—*M. B. Mitchell*.

7798. Brooks, Earl. (Cornell U., Ithaca, N. Y.) What successful executives do. *Personnel*, 1955, 32, 210-225.—In describing the functions of 96 executives in one business firm, each of the executives, his superiors, and his subordinates reported the frequencies with which each of 150 functions was performed. Next, each executive was rated by superiors and subordinates on "over-all leadership effectiveness." Among the reported findings are these: successful executives allot their time in different ways, performing differing functions, than do the unsuccessful; and there are differences between superiors and subordinates as to what is expected of the executive. From the study were derived measures of performance, a self-evaluation method, and a means of detecting management potential.—*D. G. Livingston*.

7799. Buiter, J. Classificatie van niet-handarbeidersfuncties. (Classification of the functions of non-laborers.) *Mens en Onderneming*, 1956, 10, 30-41.—The importance of a proper job-classification for office and managerial personnel is developed in a description of a job-analysis done in the Netherlands radio and television industry. Such an analysis is valuable from the standpoint not only of the establishment of proper wage scales but also of establishing proper relationships between such employees.—*S. Duker*.

7800. Fryer, Douglas H., Feinberg, Mortimer R., & Zalkind, Sheldon S. Developing people in industry: principles and methods of training. New York: Harper, 1956. xii, 210 p. \$3.50.—The following questions are discussed: who shall be trained? what shall be taught? who should teach? how should teachers be trained? The discussions are intended primarily for industrial personnel concerned with employee and executive development. There are 10 chapters on such topics as learning theory, trainer motivation, teaching and mechanical aids, organization of the training program, the scope of the training profession, and establishing training needs. The bibliography includes books, periodicals, and film directories.—*C. G. Browne*.

7801. Gale, J. B. Absence from work in May and June, 1955. *Personnel Pract. Bull.*, Melbourne, 1955, 11(3), 39-43.—A spot check in South Australia and Queensland for the time indicated revealed that: the lost time rate was about the same as in 1954; women were more often absent than men; the average per worker per year was one week; most absences were for one or two days duration; and sickness accounted for three-quarters of all absences.—*J. L. Walker*.

7802. Gale, J. B. Labour turnover, August and September, 1955. *Personn. Pract. Bull., Melbourne*, 1955, 11(4), 33-41.—A spot check of labour turnover in Victoria and New South Wales reveals, as compared with the same period for other years, that rate of resignations is about 60% per year or over 80% of all labour turnover. A large proportion of these is due to job dissatisfaction. The overall rate has changed little in the last year. A comparison of tradesmen, non-tradesmen, and women indicates that tradesmen have the lowest rate and women the highest.—J. L. Walker.

7803. Golb, Eileen F., & Fiedler, Fred E. A note on psychological attributes related to the score assumed similarity between opposites (ASo). Urbana, Ill.: Group Effectiveness Research Laboratory, Department of Psychology, University of Illinois, 1955. 9 p. (Tech. Rep. No. 12.)—Army tank crews were assessed with assumed similarity tests showing whether most- and least-preferred co-workers are perceived as very similar (high ASo score) or very different (low ASo score). Results supported "the interpretation that ASo is related to analytical-critical vs. accepting, undifferentiating interpersonal attitudes."—R. Tyson.

7804. Guest, Robert H. (Yale U., New Haven, Conn.) A neglected factor in labour turnover. *Occup. Psychol.*, 1955, 29, 217-231.—This study of 18 workers who quit assembly line jobs after 12 to 15 years indicates that the most important source of job dissatisfaction was related to the nature of the work itself.—G. S. Spear.

7805. Hackl, G. Praktische Menschenbeurteilung, Verkaufs- und Verhandlungstechnik, besseres Zusammenarbeiten. (Applied personality assessment, sales and negotiations technique, better collaboration.) *Mensch. u. Arbeit*, 1955, 7(3/4), 1-25.—These excerpts of lectures contain practical suggestions for achieving greater effectiveness in dealing with problems of interpersonal communication in industrial relations.—E. Schwerin.

7806. Härnqvist, Kjell. Adjustment: Leadership and group relations in a military training situation. Stockholm: Almqvist and Wiksell, 1956. 214 p. 20 Sw. Cr.—Adjustment is described in terms of distance between the individual and two norm systems to which he has to conform—military authorities and peers. Subjects were 514 conscripts. Studies were made of the relationship between adjustment indicators measured by an attitude questionnaire and such variables as background, I.Q., equalitarian-authoritarian leadership, and homogeneity. Ten hypotheses were tested and complete results are included. 108 references.—C. G. Browne.

7807. High, Wallace S. (U.S.C., Los Angeles, Calif.), Goldberg, Lisbeth, & Comrey, Andrew. Factored dimensions of organizational behavior. II. Aircraft workers. *Educ. psychol. Measmt.*, 1955, 15, 371-382.—19 questionnaire dimensions were administered to a sample of 213 workers at an aircraft factory. "The dimensions or groups of relatively homogeneous items were subjected to a modified Wherry-Gaylord item analysis in which the dimensions were rendered more nearly independent by excluding non-homogeneous and complex items. The total number of items was reduced from 93 to 63 and the number of dimensions from 19 to 16. The ques-

tionnaire containing items for the iterated dimensions was administered to a new sample of workers and the dimension scores intercorrelated. A factor analysis of these intercorrelations yielded four centroid factors which were rotated to oblique simple structure. The factors were named Efficient Management, Consultative Supervision, Familiarity with Subordinates, and Group Cohesion." (See 30: 5279.)—W. Coleman.

7808. Hurley, W. M. A note on labour turnover among clerical workers. *Personn. Pract. Bull., Melbourne*, 1955, 11(4), 39-41.—Nine banks employing 16,730 males and 7,670 females found that the separation rate from Jan. to Sept. 1955, was 5.8% for males and 19.4% for females. The rate decreases for the older age groups and for those with longer service.—J. L. Walker.

7809. Miner, John B., & Culver, John E. (Princeton U., N. J.) Some aspects of the executive personality. *J. appl. Psychol.*, 1955, 39, 348-353.—The responses of 44 top-level executives to the Tomkins-Horn Picture Arrangement Test were compared with the responses of 41 college professors and with those of a group of 25 males comparable to the executives in age, education, and intelligence level. Two characteristics were associated with executives' responses (as distinguished from the responses of the control groups): a generalized fear of illness and a tendency to react to problem situations with a feeling of some degree of helplessness and a sense of being dependent on others for a solution.—P. Ash.

7810. Palthe, P. M. van Wulften. (National Aeromedical Centre, Soesterberg, Netherlands.) Somatotyping. In NATO . . . , *Anthropometry and human engineering*, (see 30: 6639), 104-112.—Describes with preliminary results a program of somatotyping according to Sheldon's methods of candidates for pilot training, both jet and commercial. The records include both body types and personality characteristics.—C. M. Louttit.

7811. Shimmin, Sylvia. (U. College, London, Eng.) Incentives. *Occup. Psychol.*, 1955, 29, 240-244.—Some studies of incentives are briefly reviewed, and it is concluded that more attention must be paid to what has been described as the "subjective" aspect of motivation.—G. S. Spear.

7812. Smith, Patricia Cain. (Cornell U., Ithaca, N. Y.) The prediction of individual differences in susceptibility to industrial monotony. *J. appl. Psychol.*, 1955, 39, 322-329.—Responses to questions concerning feelings of monotony and boredom on the job were compared, for a group of 72 women, with answers to other questions designed to test hypotheses . . . concerning the personal characteristics associated with susceptibility to monotony." The susceptible worker is likely to be young, restless in his daily habits and leisure-time activities, and less satisfied with personal, home, and plant situations in aspects not directly concerned with uniformity or repetitiveness. Feelings of monotony are considered to be not merely a function of the task performed, but are related to more general factors in the individual worker. 21 references.—P. Ash.

7813. Smith, Patricia Cain (Cornell U., Ithaca, N. Y.), & Lem, Charles. Positive aspects of motivation in repetitive work: effects of lot size upon

spacing of voluntary work stoppages. *J. appl. Psychol.*, 1955, 39, 330-333.—The hypothesis that the size of a lot or batch in a repetitive light task exerts a differential "traction" on the worker (urges the worker to complete the task) was tested on two machine operations. Workers were observed while working on large, medium-size, and small batches. The number of voluntary work stoppages per observation period decreased consistently with the size of the batch, and the number of minutes elapsed between stoppages increased. Small batches were not preferred, however, and no changes in production occurred.—P. Ash.

7814. Stogdill, Ralph M. (Ohio State U., Columbus.), Shartle, Carroll L., et al. Patterns of administrative performance. *Ohio St. Univ. Stud., Bur. Bus. Res. Monogr.*, 1956, No. 81, xix, 108 p.—Four studies of naval organizational activities are reported. One compares "Performance profiles of high level positions"; another is a study of "Differences between jobs and between organizations"; there is a brief report on "Differences between military and industrial organizations; the bulk of the monograph reports on "A factorial study of administrative performance" which yielded 8 factors.—R. A. Littman.

7815. Suojanen, Waino W. (U. California, Berkeley.) The span of control—fact or fable? *Advanced Mgmt.*, 1955, 20(11), 5-13.—Empirical and rational data and arguments are presented against the widely written, but rarely practiced, spans of control deduced by Davis and Graicunas. Further critical discussion centers about the concept of unity of command. A fairly general but critical review of other so-called management principles follows along with a brief consideration of the theories of permissive authority and substantive decentralization.—A. Canfield.

7816. Trickett, Joseph M. Management appraisals: a key to management self-development. *Personnel*, 1955, 32, 234-245.—From the point of view that management development is basically self-development, a firm can assist an individual by helping to "see himself" and to understand his own areas of deficiency. A performance review form was developed for this purpose. The form and the principles for its effective use are described in detail.—D. G. Livingston.

7817. Walton, Howard N. (Los Angeles Coll. Optom., Calif.) Visual and reading improvement in industry. *Amer. J. Optom.*, 1955, 32, 563-578.—A short review of the effects of training on reading efficiency is presented. N = 56 banking personnel, divided into three classes, each receiving 24 hours of testing and training. Significant increases were found in reading rate ($p = .001$) and comprehension ($p = .01$). The span of recognition also increased. Important, also, was "... the development of self-assurance and confidence which gave rise to a more relaxed individual able to perform under less tension." 32 references.—T. Shipley.

7818. Warner, W. Lloyd, & Abegglen, James C. Occupational mobility in American business and industry, 1928-1952. Minneapolis, Minn.: University of Minnesota Press, 1955. xxi, 315 p. \$5.50.—Sets forth the theoretical and methodological framework of the research on the business elite whose principal purpose was to learn about vertical occu-

pational mobility; reviews and discusses some of the previous work on occupational mobility; and presents a detailed statement of findings on occupational origins, circulation, education, careers and the business system, family and career, and marriages of the business elite. A final chapter treats methods and techniques of the study. 169-item bibliography.—A. J. Spross.

7819. Willey, Robert H. Quality control of personnel management. *Personnel*, 1955, 32, 258-267.—To make certain of the effectiveness of its civilian personnel management functions, the Department of the Army has developed an "integrated evaluation system." This system provides "(1) Top management control through reports from each installation; (2) quality control by means of specific, on-the-spot surveys . . . ; (3) adjustment to current needs, through station self-analysis . . . ; and (4) the outside view, which brings objectivity into . . . (the) system." All of these evaluation techniques have produced major modifications in personnel policy throughout all levels of the Army's operations.—D. G. Livingston.

(See also abstracts 6601, 6997, 7004, 7195, 7348, 7669)

SELECTION & PLACEMENT

7820. Anstey, E., & Mercer, E. O. Interviewing for the selection of staff. London, Eng.: George Allen and Unwin Ltd., 1956. xiv, 111 p. 10s. 6d.—This book is intended as an interviewing guide for people who conduct selection or promotion interviews on an irregular basis and who are not professional interviewers. There are 13 chapters covering various aspects of the interview from the approach and preliminaries to interview reports and analysis of interview data. Practical rules for conducting and improving the interview are included. No specific approach to interviewing is recommended, the authors concluding that "each interviewer must evolve his own methods as they suit his own personality, the particular circumstances in which he has to work, and the characteristics of the person he is interviewing."—C. G. Browne.

7821. Cleven, Walter A., & Fiedler, Fred E. The relation of open hearth foremen's interpersonal perceptions to steel production. Urbana, Ill.: Group Effectiveness Research Laboratory, Department of Psychology, University of Illinois, 1955. 13 p. (Tech. Rep. No. 11.)—Interpersonal perceptions of open hearth shop foremen were measured by assumed similarity tests reflecting how similarly or differently a "person describes his most- and his least-preferred work companions." More effective groups, indicated by shorter "tap-to-tap" time, tended to have supervisors noting larger differences between most- and least-preferred co-workers.—R. Tyson.

7822. Døssing, Johs. (Institute of Aviation Medicine, Copenhagen, Denmark.) Sheldon types and success in flight performance. In *NATO . . . Anthropometry and human engineering*, (see 30: 6639), 31-35.—Of 211 applicants for jet pilot training after 5 years only 50 remained and were qualified. There was a slight tendency for these to have higher values in the mesomorphic components but not sufficient to serve in selection.—C. M. Louttit.

7823. **Dunnette, Marvin D.** (*U. Minnesota, Minneapolis.*), & **Maetzgold, James.** **Use of a weighted application blank in hiring seasonal employees.** *J. appl. Psychol.*, 1955, 39, 308-310.—Application blanks for 269 good-turnover-risk and 250 poor-turnover-risk seasonal canning plant employees were used to derive scoring weights for 12 biographical data items. Cross-validation on the following year's hires showed satisfactory discrimination between good and poor risks, as did subsequent use of the weights. It is concluded that the weighted application technique can be successfully extended from the sales and clerical fields to the selection of blue-collar workers.—*P. Ash.*

7824. **Ghiselli, Edwin E.** **The measurement of occupational aptitude.** *Univ. Calif. Pubn. Psychol.*, 1955, 8, 101-216.—This study summarizes the results of both published and unpublished investigations of the validity of aptitude tests in the selection and placement of workers. Tests are classified in 21 types, criteria are classified as training or proficiency, and jobs are classified according to 3 different systems. An average validity coefficient was computed, or estimated, for each type of test, criterion, and job. The findings suggest that performance in training and on the job involve very different patterns of abilities. It is also concluded that in one area or another every type of test has substantial value in the prediction of occupational success. 8-page bibliography.—*G. S. Spear.*

7825. **Gordon, Leonard V.** (*U. S. Naval Personnel Research Field Activity, San Diego, Calif.*) **Time in training as a criterion of success in radio code.** *J. appl. Psychol.*, 1955, 39, 311-313.—Time taken to attain a required level of proficiency is proposed as a criterion of later success. In a validation study of the Navy Radio Code Aptitude Test, the time required to reach a proficiency of 20 words per minute was used along with progress test scores, for three groups of trainees. Time in training varied from one week to two and three-quarter weeks, the NRCAT correlated higher with time in training than with the progress test or final proficiency test scores, and time in training was substantially correlated with final proficiency.—*P. Ash.*

7826. **Graybiel, Ashton.** (*USN Sch. Aviat. Med., Pensacola, Fla.*) **The establishment of a longitudinal study of the medical and psychological aspects of the U. S. Naval Aviator.** In *NATO . . . , Anthropometry and human engineering*, (see 30: 6639), 90-103.—The importance of the military aviator is so great that he warrants clear observation and care throughout his career. Much of such observation is medical and psychological in character and certain aspects of a program are discussed. An overall program must include manpower policy, training and indoctrination methods, identification or recognition of success in combat and leadership, and protection of flyer from strain insofar as possible.—*C. M. Louttit.*

7827. **Holt, N. F.** **Group methods in selection.** *Personn. Pract. Bull.*, Melbourne, 1955, 11(3), 53-60.—". . . Group discussion procedures can be a valuable aid in selection for positions where ability to supervise or to work with groups is important." A group assessment situation for applicants is described. Applicants may or may not be given prep-

aration time for discussion of a given question. Observers remain inconspicuous, judging the applicant's ability to think logically, confidence, ability to accept criticism, and tendency to emerge as a leader.—*J. L. Walker.*

7828. **Hughes, J. L., & McNamara, W. J.** **Relationship of Short Employment Tests and General Clerical Tests.** *Personnel Psychol.*, 1955, 8, 331-337.—For the clerical applicants, the correlation (.87) between the GCT and SET total scores indicated that the SET could satisfactorily replace the GCT in the selection procedure with less test time. For the secretarial and stenographic applicants, the correlation between the GCT-B (Verbal) and SET Verbal was .77. The GCT-B differentiated more finely throughout the entire score range among these better educated applicants than the less difficult SET Verbal. However, the SET Verbal appeared to be useful as a rough screen for eliminating the poorest applicants. No validity data are reported.—*A. S. Thompson.*

7829. **Jurgensen, C. E.** (*Minneapolis Gas Co., Minn.*) **Item weights in employee rating scales.** *J. appl. Psychol.*, 1955, 39, 305-307.—"Data from three rating forms were analyzed to determine the extent of superiority of statistically determined weights to arbitrarily assigned weights. Correlations between statistically determined and arbitrarily assigned weights were so high that they can be considered to be one and the same. Split-half reliability showed no difference between statistical and arbitrary weights, correlations between two rating forms were the same for both, and inter-rater reliability showed no difference between weights. . . ."—*P. Ash.*

7830. **Lauer, A. R.** (*Iowa State Coll., Ames.*) **Comparison of group paper-and-pencil tests with certain psychophysical tests for measuring driver aptitude of Army personnel.** *J. appl. Psychol.*, 1955, 39, 318-321.—A battery of paper and pencil tests was developed and validated against a driver-aptitude criterion consisting of ratings of driver reactions to specific situations and a check list of driving habits. Using samples of Army drivers, a multiple R for the final battery of .38 was found. Comparable size batteries of individual psychophysical tests yielded validities of .25 or lower.—*P. Ash.*

7831. **Lawshe, C. H., & Steinberg, Martin D.** (*Purdue U., Lafayette, Ind.*) **Studies in synthetic validity. I. An exploratory investigation of clerical jobs.** *Personnel Psychol.*, 1955, 8, 291-301.—When traditional validation procedures are inapplicable, it is useful to determine synthetic validity, as illustrated by this study of clerical jobs. The steps included: (1) analysis of jobs by means of a check list to identify the basic job operations, (2) obtaining judgments of the test areas considered critical for the most important job operations, (3) determining whether employees in jobs requiring many operations with critical requirements score higher on relevant tests than those in jobs requiring fewer or none of the critical operations. An example based on a study of 262 clerical positions in 12 companies is described.—*A. S. Thompson.*

7832. **McCloskey, Joseph F.** (*Johns Hopkins U., Baltimore, Md.*) **A task for on-the-job training.** *J. Communication*, 1955, 5, 169-174.—Describes how new members of the Operations Research Office are systematically oriented to their job.—*D. E. Meister.*

7833. **McMurry, Robert N.** (*McMurry, Hamstra & Company, Chicago.*) **Tested techniques of personnel selection.** Chicago: The Dartnell Corp., 1955. v. p. \$20.00.—Compilation of personnel selection tools into a step-by-step procedure. Procedure is shown in specific application to selection of executives and supervisors. Attention is given to the patterned interview with numerous completed forms as illustrations. Motivation and emotional maturity in job placement are discussed at length.—*A. Canfield.*

7834. **Mason, Harry M.** (*U. Illinois, Urbana.*) **A comparative evaluation of two approaches to job-knowledge test construction.** *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-48, 6 p.—Reprinted from *J. appl. Psychol.*, 1954, 38, 384-389, (see 29: 6357).

7835. **Milazzo, E. F.** **Vestibule training at Chrysler Australia Limited.** *Personn. Pract. Bull., Melbourne*, 1955, 11(4), 49-52.—Describes a vestibule training program set up 9 years ago in a plant employing 4000 people for the purpose of training in welding, oxy-welding, metal finishing, spray painting, simple aircraft, sheet metal work and elementary die fitting. The training is planned by a committee including department supervisors, workers and members of the training department. Explaining objectives, technical vocabulary and follow up are important to the success of such a program.—*J. L. Walker.*

7836. **Schmidt, Donald P.** (*Mental Health Center, Knoxville, Tenn.*), & **Cohen, David.** **The selection of psychiatric aides: I. Critical requirements of the job.** *Amer. J. Psychiat.*, 1955, 112, 451-456.—This is the first of a series of papers reporting on the development of a pre-employment testing program designed to select psychiatric aides.—*N. H. Pronko.*

7837. **Siegel, Arthur I., & Jensen, John.** **The development of a job sample trouble-shooting performance examination.** *J. appl. Psychol.*, 1955, 39, 343-347.—A four-part job sample trouble-shooting performance test designed to measure critical abilities needed to trouble-shoot aircraft electrical apparatus is described. The subtests were not highly intercorrelated, and they were found to discriminate moderately well (in mean score) between classes of Naval aviation electricians.—*P. Ash.*

7838. **Sloan, William** (*Lincoln State Sch., Ill.*), & **Newman, J. Robert.** **The development of a Wechsler-Bellevue II Short Form.** *Personnel Psychol.*, 1955, 8, 347-353.—To develop a short form of the Wechsler-Bellevue II Scale for use in an employee selection program, a multiple-regression technique was used to select the best combination of subtests for predicting the Full Scale Weighted Score. The three subtests, Similarities, Picture Arrangement, and Block Design, yielded a multiple correlation of .96 with the Full Scale Weighted Score. Application of the regression weights calculated from this sample to two other samples resulted in correlations between predicted and obtained scores of .92 and .90 respectively. The results were based on the scores of 317 employee applicants with a mean I.Q. of 102 and a roughly normal distribution.—*A. S. Thompson.*

7839. **Stone, C. Harold, & Kendall, William E.** **Effective personnel selection procedures.** Englewood Cliffs, N. J.: Prentice-Hall, 1956. x, 433 p. \$5.95.—Recruitment, selection, and induction are dis-

cussed in an effort to produce an "important time-saver for both the newly assigned personnel man and the experienced personnel executive." The material includes general statements and discussions of personnel philosophies, principles, and practices as well as specific applications in practical employment situations. There is an introduction, 15 chapters, and four appendices giving test publishers and statistical information. Topics covered include recruiting sources and techniques, the application blank, employment interview, interpreting test results, types of tests, and evaluating the effectiveness of recruiting and selection.—*C. G. Browne.*

7840. **Suttell, Barbara J.** (*American Institute for Research, Washington, D. C.*) **Evaluating potential officer effectiveness in a training situation.** *J. appl. Psychol.*, 1955, 39, 338-342.—A situational performance test was developed for evaluating potential Air Force officer effectiveness during the officer training program. For the 480 members of an AF Candidate School graduating class reliability of scoring (examiner-observer agreements on a behavior check list) was .75. Correlations between the total test score and Officer Candidate School evaluation measures were in the range .21 - .25.—*P. Ash.*

(See also abstracts 6546, 6619, 6636)

LABOR-MANAGEMENT RELATIONS

7841. **Brown, W. B. D.** **An approach to problems of motivation and morale.** *Personn. Pract. Bull., Melbourne*, 1955, 11(3), 10-23.—"... Anything which reduces the work effectiveness of the company lowers morale and satisfaction at work. ... Nothing is so stimulating to morale as success in achieving the objects for which the factory exists and nothing so depressing as relative failure ... the most rewarding results in tackling problems of motivation and morale are likely to arise from a study of work itself rather than from philosophic considerations of the nature of human personality and the 'value' of people." Relates part of a study and presents factory organization charts.—*J. L. Walker.*

7842. **Byrt, W. J., & Poidevin, B. L.** **Wage incentives in operation—case study no. 8.** *Personn. Pract. Bull., Melbourne*, 1955, 11(3), 44-52.—The introduction of an incentive plan and methods study into a building materials factory employing 300 people is described. Bonus paid equaled time saved (in hours) multiplied by award wage per hour. Penalties were provided for absences, tardiness, and poor work performance. Supervisors rated workers monthly for quantity and quality in their work and dependability on the job. Statistical evidence is not available to show that the incentive plan and methods study helped but "... management is satisfied ... that production has been significantly increased ... need for supervision reduced, and that greater control of production has been possible." It believes that methods improvements have been more important than incentives in achieving the gains.—*J. L. Walker.*

7843. **Dooher, M. Joseph, & Marquis, Vivienne.** (Eds.) **Effective communication on the job.** New York: American Management Association, 1956. 294 p. \$5.50. \$4.50 to AMA members.—Various authors contributed 27 chapters on such topics as basics of effective communication, semantics of em-

employee relations, conference leadership, and principles of making speeches. There are practical discussions relating communications to interviewing, merit rating, grievances, safety, and order-giving. Most of the material is a combination of the theoretical and practical approaches. Cases are discussed and a large number of step by step, outline form, "how to do it" presentations are included.—C. G. Browne.

7844. East, V. **Wage incentives in operation—case study no. 9.** *Personn. Pract. Bull.*, Melbourne, 1955, 11(4), 24-32.—A study of a wage-incentive plan in a light-engineering company employing 180 people. Difficulties in the plan were concerned with rate setting, employee understanding of motion and time study and the supervisor's part in operating the plan. Indirect measures suggest that output is 50% higher than it would have been without the plan. Bonus earnings of the employees were 23% of their weekly wage.—J. L. Walker.

7845. Foa, Uriel G. **The foreman-worker interaction: a research design.** *Sociometry*, 1955, 18, 226-244.—From the endless number of elements of the foreman-worker relationship certain ones are described with the rationale for their selection and description. 16 aspects and their elements are listed which will serve as a guide for the "... construction of a sample and to collect observations on the sample which shall yield information on the whole subject matter."—H. P. Shelley.

7846. High, Wallace S., Wilson, Robert C. (*U. Southern California, Los Angeles.*), & Comrey, Andrew L. **Factors influencing organizational effectiveness. VII. A survey of aircraft foremen.** *Personnel Psychol.*, 1955, 8, 355-368.—Questionnaires containing groups of relatively homogeneous items hypothesized to relate to organizational effectiveness were administered to 29 foremen, each of whom headed a department. Questionnaire dimensions were correlated against 4 criterion measures. The results revealed: (1) chance correlation with the two quality control criteria, (2) significant correlations between the production criterion and Adequate Authority, Attitude toward Paper Work, Backing Up Decision, Job Security Consciousness, Non-Hypercritical Attitude toward Subordinates, and Urgency, (3) only one significant dimension (Feeling about the Company) with the rating criterion.—A. S. Thompson.

7847. Lawrence, Lois C., & Smith, Patricia Cain. (*Cornell U., Ithaca, N. Y.*) **Group decision and employee participation.** *J. appl. Psychol.*, 1955, 39, 334-337.—"An experiment was performed to determine whether industrial employees setting their own goals attained higher production output than employees participating in group discussion only. Two pairs of groups simultaneously completed the experimental program. When mean experimental production was compared with mean control production, on an individual basis, it was found that those groups setting their own goals showed significantly greater increases. It is suggested that the group discussion method is a learning process and must be considered as such when plans are being made for application to specific situations."—P. Ash.

7848. Perry, Dallis, & Mahoney, Thomas A. (*U. Minnesota, Minneapolis.*) **In-plant communications and employee morale.** *Personnel Psychol.*, 1955, 8,

339-353.—Negligible correlations between information and attitude scores indicated that there is no significant relationship between employees' attitudes toward the company and their knowledge about the company as measured by tools used in this study. Mean scores for different subgroups of employees provide some support for the hypothesis that morale is related to the amount of information given rather than to the amount retained by them. The study involved use of a communication audit and the IRC Triple Audit Attitude Scale in 5 firms.—A. S. Thompson.

7849. Poidevin, B. **Foremen's meetings—case study no. 2.** *Personn. Pract. Bull.*, Melbourne, 1955, 11(4), 42-48.—A study of foremen's meetings in a branch plant making refrigerator and automobile parts. There were 290 production workers and eight foremen. The work setting, aims and activities of meetings and reactions of management and foremen to meetings are discussed. In order for success to result, they must be well conducted, considered important by both management and workers and good communications must be present.—J. L. Walker.

7850. Rosen, R. A. Hudson & Rosen, Hjalmar. (*U. Illinois, Urbana.*) **A suggested modification in job satisfaction surveys.** *Personnel Psychol.*, 1955, 8, 303-314.—A questionnaire devised to investigate employee attitudes of 3 types was applied to a sample of a machinist union. It was found that (1) standards gave a more favorable picture than evaluations, (2) when perceptions as well as standards were positive, positive evaluations resulted, (3) satisfaction tended to result when desires were perceived as being met, (4) dissatisfaction resulted more frequently from perceiving less being done than they thought should occur, rather than seeing too much activity. A pattern analysis of the relationships among standards, perceptions, and evaluations provides considerable aid to planning effective remedial action to deal with low morale.—A. S. Thompson.

7851. Schröder, M. **Dingen, die men niet zegt.** (That which is not said.) *Mens en Onderneeming*, 1956, 10, 42-48.—Communication upward from industrial personnel to management is usually unsatisfactory. This failure may be due to several causes, such as loyalty between members of the managerial staff which prevents criticism of a fellow member; rivalry between such persons; feelings of insecurity, distrust and fear on the part of management; the dispersion of managerial functions among several different individuals; the personalities of those engaged in management. Remedies are difficult to find and generalized statements are of little use. Each individual situation needs its own particularized solution.—S. Duker.

7852. Stagner, Ross. (*U. Illinois, Urbana.*) **Psychology of industrial conflict.** New York: John Wiley & Sons, 1956. ix, 550 p. \$8.00.—The 15 chapters in this discussion of conflict relating to business management and unions include such psychological topics as perception, motivation, frustration, and leadership and such applied topics as tactics, the strike, cooperation, and industrial peace. All of the material is based upon accepted psychological theory and many published studies. The author attempts to avoid praise or criticism of either party in the industrial setting, but is concerned with the facts of human behavior, stressing the uniformity of psycho-

logical processes regardless of the individual's occupation or position. General principles are formulated, but formula solutions to conflict or policy changes are not attempted. Approximately 600 references.—C. G. Broume.

7853. Vollmer, Howard M., & Kinney, Jack A. **Supervising women is different.** *Personnel J.*, 1955, 34, 260-262.—Men prefer supervisors who know their job, can communicate the necessary information, consult their employees on important issues and make friends of their employees. Women, on the whole, are less interested in the technical aspects of the work and are less interested in being consulted about it. They are more interested in the human relations. Women do not expect the supervisor to be a personal friend, but to be friendly, impartial, courteous, and tactful. Training programs for supervisors of women should, therefore, emphasize human relations.—M. B. Mitchell.

INDUSTRIAL AND OTHER APPLICATIONS

INDUSTRY

7854. Andreas, B. G., Green, R. F., & Spragg, S. D. S. (U. Rochester, N. Y.) **Transfer effects in compensatory tracking (Modified SAM Two-hand Pursuit Test) as a function of reversal of the display-control relationships on alternate blocks of trials.** *J. Psychol.*, 1955, 40, 421-430.—7 experimental groups were given different patterns of alternation between a "natural" and an "unnatural" condition of compensatory tracking, the terms referring to direction-of-movement relationships between display and controls. Predictions as to facilitation and interference effects were borne out in general, except interference was not demonstrably as great as anticipated. The hypothesis that the "natural" and "unnatural" conditions interact both positively and negatively was found tenable.—R. W. Husband.

7855. Angelino, Henry, & Mech, Edmund V. (U. Oklahoma, Norman.) **Factors influencing routine performance under noise: II. An exploratory analysis of the influence of "adjustment."** *J. Psychol.*, 1955, 40, 397-401.—28 college S's were tested as follows: five minutes instruction, 5 of quiet, and 20 working with record player turned up to 85 db. The task consisted in adding a 2-place number to 6, 7, 8, and 9, with new 2-place numbers assigned at one-minute intervals. S's were selected from a group of 150, as being the 14 highest and 14 lowest in total adjustment on the California Test of Personality. Data suggest the existence of an inverse relationship between "adjustment" and routine performance under the conditions used.—R. W. Husband.

7856. Bahrick, Harry P. (Ohio Wesleyan U., Delaware.), Bennett, William F., & Fitts, Paul M. **Accuracy of positioning responses as a function of spring loading in a control.** *USAF Pers. Train. Res. Cent. Res. Rep.*, 1955, No. AFPTRC-TN-55-31, 8 p.—Reprinted from *J. exp. Psychol.*, 1955, 49, 437-444, (see 30: 3607).

7857. Bendig, A. W. (U. Pittsburgh, Pa.) **Rater reliability and "judgmental fatigue."** *J. appl. Psychol.*, 1955, 39, 451-454.—Subjects (N = 120) were randomly divided into six groups and asked to rate a total of 45 food stimuli for preference value using

a nine-point scale. . . . Rater reliability was significantly different between the individual lists, but was not affected by either the length of the list or by the temporal order of the list in the series. Rater bias was unaffected by list, length, or trial variables. It was concluded that "judgmental fatigue" does not affect rater reliability or bias when the Ss report food preference self-ratings.—P. Ash.

7858. Bugelski, B. R. (U. Buffalo, N. Y.) **Population stereotypes in pedal control of a "ball-bank" indicator.** *J. appl. Psychol.*, 1955, 39, 422-424.—"Sixty-four young male college students were asked to press simulated rudder pedals to center ball-type indicators. One indicator was a simulated standard ball inclinometer. The other was one with the standard tube inverted and more angular. The subjects failed to approach even a chance distribution of correct responses in using either instrument. The differences from chance are highly significant. It is concluded that the present aircraft instrument offers a display which is contrary to the population stereotype and invites erroneous responses from untrained subjects. The reactions of the subjects support the conclusion that the population stereotype for pedal action in centering off-center indicators is to use the foot opposite to the direction of displacement."—P. Ash.

7859. Fritz, Sigmund. (U. S. Weather Bureau, Washington, D. C.) **Illuminance and luminance under overcast skies.** *J. opt. Soc. Amer.*, 1955, 45, 820-825.—"The illuminance of a horizontal surface at the ground below an overcast sky is computed. The transmittance, T , of visible light is given as a function of the cloud optical thickness, h/L , of the sun's zenith distance, Z , and of the reflectance, a , of the underlying surface. For some cloud thicknesses, T varies markedly with Z . Also, for thick clouds, T is several times larger over a fresh snow cover than it is over snow-free ground. A formula for luminance distribution, $B(\theta)$, of a heavily overcast sky is presented. This formula agrees fairly well with existing measurements made over snow-free terrain; however, it further suggests that $B(\theta)$ will become much more uniform when a fresh snowfall uniformly covers the ground."—F. Ratliff.

7860. Green, R. F., Andreas, B. G., Norris, E. B., & Spragg, S. D. S. (U. Rochester, N. Y.) **Performance on a following tracking task (the SAM Two-hand Coordination Test) as a function of the continuity of the plane and direction of movement of the control cranks and target follower.** *J. Psychol.*, 1955, 40, 403-410.—Previously one crank location had been shown to be better than another; now electrical connections were changed and spatial continuity was produced for the "poor" location. Then performance became equal to that on the best location. "The principle seems clear that ease of learning and performance on a perceptual-motor task requiring continuous adjustment of crank controls will be best whenever the display and controls can be so arranged that the display-control movement relationships are in the natural or expected direction, and also that there is continuity between the plane of control movement and the axis of follower movement." This principle is more important than is the absolute position of the control cranks.—R. W. Husband.

7861. Green, R. F., Norris, E. B., & Spragg, S. D. S. (U. Rochester, N. Y.) Compensatory tracking performance (Modified SAM Two-hand Pursuit Test) as a function of the directions and planes of movement of the control cranks relative to movement of the target. *J. Psychol.*, 1955, 40, 411-420.—The problem was to determine whether certain optimum display-control relationships which had previously been found for a following tracking task would also prove optimum for a compensatory tracking task. Male undergraduates were divided into two groups, each having the two control cranks arranged in a different combination of planes of rotation, with four combinations of direction given all 32 S's. No reliable differences between any experimental conditions were obtained, so compensatory tracking appears to differ markedly from following tracking.—R. W. Husband.

7862. Gregg, James R. Better eyes for the job. *Advanced Mgmt.*, 1956, 21(1), 18-21.—An occupational vision program based on job analysis specifying visual characteristics for each task is outlined. Effect of inadequate job vision and its relation to efficiency, morale and safety in a number of plants is detailed. Importance of plant analysis in relation to existing physical conditions influencing visual performance is given. California Optometrists Occupational Vision Services provides consultant service to industry for determining a sound occupational vision program and gives examples of resultant benefits.—A. Canfield.

7863. Grether, Walter F. (USAF Aero Medical Developmental Center, Dayton, O.) Instrument dials, instrument arrangement and cockpit design. In *NATO . . . , Anthropometry and human engineering*, (see 30: 6639), 47-62.—Summarizes invertizations on visibility of instrument markings, basic instrument types, control-instrument movement relations, engine instrument arrangement for check reading, flight instrument arrangement, standardization of cockpit controls, warning lights.—C. M. Louttit.

7864. Hartman, Bryce O., Burke, J. T., & Walker, R. Y. (Army Med. Res. Lab., Fort Knox, Ky.) The accuracy of throwing hand grenades as a function of their weight, shape and size. *U. S. Army Med. Res. Lab. Rep.*, 1953, No. 117, ii, 23 p.—A factorial design was used to simultaneously study the influence of three variables (weight, shape and size) upon the accuracy and consistency with which hand grenades are thrown. Four shapes, three weights and three sizes were used. The grenades were thrown at a target which was 30 yards from the thrower. Both accuracy and consistency changed as weight was altered. An optimum weight was determined (18 ounces), above and below which performance was poorer in terms of consistency. The sphere was significantly poorer in accuracy than the other shapes. No significant performance changes were found for the variable of size.—R. V. Hamilton.

7865. Hoover, George W. (Office of Naval Research, Washington 25, D. C.) A methodology for instrument display design. In *NATO . . . , Anthropometry and human engineering*, (see 30: 6639), 63-72.—Instrumentation for those aspects of flying an aircraft which are done with relative ease in dense weather, i.e., take-off and landing, must be based upon the visual cues which are used in the clear

weather condition. Proposals are made as to relation of instruments and an organizational scheme for including the information in design and development stages of aircraft construction.—C. M. Louttit.

7866. King, H. F. (Cambridge U., Eng.) An age-analysis of some agricultural accidents. *Occup. Psychol.*, 1955, 29, 245-253.—A study of 1,991 accidents to agricultural workers, incurred in a seven month period, indicates that whether the criterion used is cause, nature of injury, or part of the body injured, the causes and nature of the accidents differ with age. It is felt that practical measures to prevent accidents should take this into account.—G. S. Speer.

7867. Klemes, Marvin A., & Kallejian, Verne. (U. Calif., Los Angeles.) Industry. In *Slavson, S. R., The fields of group psychotherapy*, (see 30: 7314), 290-301.—In industry, there is a shift in focus from therapeutics to prevention, and the group psychotherapist functions in the role of consultant rather than as a therapist. Through the use of group psychotherapy, supervisors can be trained to become more effective leaders by increasing their awareness of subordinates' needs, and staff personnel are helped to deal more adequately with human relations problems. Working with natural training groups has advantages over work with artificial groups in that any changes are more likely to carry over into on-the-job situations. The consultant serves as a discussion leader, giver of information, teacher, as well as interpreter. 25 references.—H. H. Strupp.

7868. Lutz, Mary Champion (Bell Telephone Laboratories, Murray Hill, N. J.), & Chapanis, Alphonse. Expected locations of digits and letters on ten-button keysets. *J. appl. Psychol.*, 1955, 39, 314-317.—In an attempt to find out where people expect to find letters and numbers on each of six configurations of ten keys, 300 Ss were asked to write on keyset diagrams either letters or numbers in arrangements they felt were most natural. Results showed that people expect (1) to find numbers arranged in left-to-right order in horizontal rows starting with the top, (2) to find letters, two or three on a key, in the same arrangement, and (3) to find letters arranged in horizontal rows when numbers already on the keyset are so arranged, but when the numbers are arranged otherwise (e.g., in vertical columns) the Ss divided about equally in arranging the numbers in horizontal rows and in vertical columns.—P. Ash.

7869. McGuire, Frederick L. (Camp Lejeune, N. Carolina.) An analysis of automobile accidents involving military personnel. *USN Med. Field Res. Lab. Rep.*, 1954, 5, 111-160.—Automobile accident reports involving 707 Camp Lejeune, N. C., personnel were analyzed for the calendar year 1951. Analyses were made in terms of: (1) Age and rank of the operator; (2) Length of driving experience, etc.; (3) Violations; (4) What drivers were doing at time of accident; (5) Physical condition of the driver(s); (6) Use of alcohol; (7) Vehicle defects; (8) Light and weather conditions; (9) Roadway character and visibility; (10) Time (month of year, day of week, and hour of day). Implications of the findings are discussed and suggestion for action noted.—R. T. Osborne.

7870. McGuire, James C. (Washington U., St. Louis, Mo.) Apparatus for presentation and continuous measurement of error in a two-dimensional compensatory tracking task. *USAF WADC Tech. Rep.*, 1954, No. 54-335, v, 25 p.—"An electronic compensatory-tracking apparatus which utilizes a two-dimensional target locus is described together with its computing and recording circuits. The apparatus was designed to provide a standard task of variable difficulty for use in the study of attention." The subject's performance can be determined while varying the difficulty levels of both the area of error-tolerance surrounding the aiming point and the degree of effort exerted by the subject.—R. T. Cave.

7871. McIntyre, Charles J., & McCoy, Edward P. The application of sound motion pictures for recording billet analysis information. *USN Spec. Dev. Cent. Tech. Rep.*, 1954, SDC 269-7-41, 15 p.—Motion pictures have ordinarily been used for training and time and motion studies. However, their application to job analysis is now explored, described, and appraised as a practical supplement to other techniques. 7 photographs of equipment.—R. Tyson.

7872. Page, H. E. (Office of Naval Research, Washington 25, D. C.) When is noise too loud? *ONR Res. Rev.*, 1956 (January), 17-22.—Reviews briefly the problems in human behavior of loud noise, and research activities in progress concerned with them. Noise levels of jets, sound attenuation methods, communication problems, and the Geldard apparatus for skin vibration communication are mentioned.—C. M. Louttit.

7873. Pigg, Leroy Dale. (Aero Medical Lab, Wright-Patterson AFB, O.) Orientation of controls in bilateral transfer of training. *USAF WADC Tech. Rep.*, 1954, No. 54-376, v, 22 p.—"This study was conducted to determine the relative effectiveness of a mirror arrangement of controls versus a place arrangement of controls in a task involving bilateral transfer of training. Comparisons between the two arrangements were made on the basis of response latency, errors, subject-expectancy, and subject-preference." Results indicate that performance is more efficient when using a mirror arrangement. Subjects prefer a mirror arrangement 3 to 1 over place arrangement. No significant sex differences are apparent in any of the relationships.—R. T. Cave.

7874. Richardi-Pollini, Ricciardo. Contributo allo studio delle cause degli infortuni sul lavoro. (Contribution to the study of work accidents.) Milan, Italy: Tipo-Litografia I.N.A.I.L., 1955. 66 p.—The activity of the Center for the Study of Work Accidents of Florence, Italy, its rationale, results and program for future research are presented. The author emphasizes the dynamic nature of all safety problems and the difficulty of establishing with precision the nature of the "interactions between human and environmental variables, and their influence on the determinism of accidents. . . ." The study presents an analysis of the causes of accidents with reference to "accident proneness" and environmental factors within and without industrial situations. Technical procedures and plans for further research are presented in detail. 145-item bibliography. French and English summaries.—A. Manóu.

7875. Rockway, Marty R. (Aero Med. Lab., Wright-Patterson AFB, O.) The effect of variations in control-display ratio and exponential time delay on tracking performance. *USAF WADC Tech. Rep.*, 1954, No. 54-618, iv, 20 p.—The study was designed to demonstrate the interaction between the effects of Control-Display (C/D) ratio and exponential time delay on the performance of a two-dimensional tracking task. It was demonstrated that with the "highest" C/D ratio (where a given control input produced the smallest display change) increasing delay effected a monotonic degradation in system performance. But, with the "lowest" C/D ratio increasing delay effected a monotonic improvement in system performance. With an intermediate ratio system performance first increased and then decreased with increasing delay.—R. T. Cave.

7876. Ross, Sherman; Shepp, B. E., & Andrews, T. G. (U. Maryland, College Park.) Response preferences in display-control relationships. *J. appl. Psychol.*, 1955, 39, 425-428.—"The experiment was directed at the determination of response preferences under varied conditions. Using a group-administered paper-and-pencil test, three responses from each 679 Ss were obtained for three different control devices (rotary knob, push-pull, and lever) which were arranged on three different planes. The display was held constant and responses were obtained for desired signal movements of right, left, up, and down. The results indicate that response preferences do exist. These preferences are found under certain conditions, and vary with the control, the plane, and the desired signal movement."—P. Ash.

7877. Senders, John W., Webb, Ilse B., & Baker, Charles A. The peripheral viewing of dials. *J. appl. Psychol.*, 1955, 39, 433-436.—Four Ss each read dials of four pointer designs at lateral displacements of 10° from 10° to 80°. Results were analyzed in terms of time and error scores. No significant differences were found among the pointer designs. "If reversal errors are ignored, the ability to discriminate pointer position when the dial is displaced as much as 40° from the fixation point is good. Even at 80° . . . readings are better than chance."—P. Ash.

7878. Soar, Robert S. (Vanderbilt U., Nashville, Tenn.) Stroke width, illumination level, and figure-ground contrast in numeral visibility. *J. appl. Psychol.*, 1955, 39, 429-432.—Two levels each of three numeral visibility variables (stroke width to height ratios of 1:4 and 1:16; illumination level of 0.5 foot-candles and 500 foot-candles; mode of figure-ground contrast-black numbers on white background and the reverse) were studied in a 2 x 2 x 2 analysis of variance, using 40 Ss who provided 5 replications of each possible condition. Of the main effects, only illumination level showed a significant effect on visibility. Stroke width interacted significantly with both illumination level and mode of figure-ground contrast, but the latter two variables did not interact. The interaction of all three variables was also significant.—P. Ash.

7879. Stewart, W. K. (RAF Institute of Aviation Medicine, Hants, Eng.) Adapting the aeroplane to the pilot. In *NATO . . . , Anthropometry and human engineering*, (see 30: 6639), 41-46.—Describes the research of the RAF in designing airplane cockpits in terms of human variables, and briefly assesses

the results. Results of inventization are used in the developmental stages of new aircraft.—C. M. Louttit.

7880. Stolurow, Lawrence M., Bergum, Bruce; Hodgson, Thomas, & Silva, John. (U. Illinois, Urbana.) The efficient course of action in "trouble shooting" as a joint function of probability and cost. *Educ. psychol. Measmt.*, 1955, 15, 462-477.—"This study has the following purposes: (a) to present a probabilistic model of 'trouble shooting'; (b) to utilize available maintenance records for several aircraft power plants to determine whether the assumptions of the model are generally justified; (c) to propose two methods for combining the probability and time estimates for various repairs associated with a set of symptoms; (d) to demonstrate, with the computationally simpler one of two methods, the efficiency achieved by using both probability and work-time in determining the course of action to follow in locating defects; and (e) to report results of a study of the ability of instructors to estimate the probability and work values associated with defects."—W. Coleman.

7881. Whillans, Morley Gray. (Defence Research Medical Laboratories, Toronto, Can.) Human factors in aircraft design. In *NATO . . . , Anthropometry and human engineering*, (see 30: 6639), 113-123.—"Human factors are critically important limiting factors in combat aircraft. . . ." The discussion of this concept in relation to design is illustrated by topics in simplification of tasks, usual problems, heat in cockpit, and safety and escape.—C. M. Louttit.

7882. Zwislöcki, J. (Harvard U., Cambridge, Mass.) Design and testing of earmuffs. *J. acoust. Soc. Amer.*, 1955, 27, 1154-1163.—Factors limiting the ultimate attenuation of earmuffs, without sacrifice of comfort, are discussed. The experimental testing of earmuffs is examined in detail with respect to: intersubject differences, experience in testing situation, and differences in fit of earmuffs. Bias of attenuation measurements up to 10 db may result from non-control of these factors.—I. Pollack.

(See also abstracts 6494, 6496, 6508, 6542, 6638, 6639, 6710, 6747, 6814, 7122)

BUSINESS & COMMERCE

7883. Benson, Purnell H. (Drew U., Madison, N. J.) A model for the analysis of consumer preference and an exploratory test. *J. appl. Psychol.*, 1955, 39, 375-381.—A model for the analysis and prediction of consumer behavior is described, based on an extension of marginal utility principles with preference employed in the place of utility and the principle of maximization of preference extended to qualitative degrees as well as quantities of commodities. In an exploratory test using food preference data, the average prices of appetizers, entrees, and desserts ordered, for a fixed-cost meal, by 263 Ss, were predicted with a mean error of six cents. Attention is called to economic implications of preference measurements of a form commonly collected in consumer studies.—P. Ash.

7884. Brown, Lyndon O. (Dancer-Fitzgerald-Sample, N. Y.) What motivational research is and how it works: its advantages and shortcomings. *Adv. Age*, 1955, 26(30), 65-69.—Motivation research in marketing is defined as the "use of social

science techniques to discover and to evaluate the fundamental motivating forces or drives which impel human behavior in the market place." The principal methods found most useful are depth interviewing, focussed group interviewing, and projective techniques (word association, sentence completion, and picture responses). Recognition is paid to the multi-motivational process, and the question is raised as to whether motivational data are additive. Motivational studies are seldom quantified, and questions of reliability of interpretation and validity of conclusions are frequently left unanswered. In spite of the difficulties, current techniques have helped us to understand human behavior, although actual experience in marketing is still quite limited.—D. W. Twedt.

7885. Fehelman, Frank E. Personal factors in good salesmanship. *Advanced Mgmt.*, 1955, 20(7), 8-13.—A brief discussion of the 16 most commonly used alibis for failure in selling, and some advice about personal improvements important to success in this field. A section evaluating advanced education as it applies to selling appears near the end.—A. Canfield.

7886. Guest, Lester. (Pennsylvania State U., University Park.) Brand loyalty—twelve years later. *J. appl. Psychol.*, 1955, 39, 405-408.—After a lapse of 12 years, brand preferences originally recorded during the ages of 7 through 18 were restated by 32% to 39% of the respondents, depending upon the kind of product involved. There is evidence that degree of loyalty is not a function of the age at which original preferences are stated, and that loyalty is specific to the product rather than a general attitude on the part of some people.—P. Ash.

7887. Starch, Daniel. (Daniel Starch & Staff, Mamaroneck, N. Y.) How does form of presentation affect readership? *Adv. Agency*, 1955, 48(25), 79-81.—Ninth in a series on readership studies. Form of presentation of an advertisement is important in determining audience size. Examples emphasize that for high readership, an ad must not only have a dominant focal center, it must also spark a psychological challenge in the reader's mind.—D. W. Twedt.

7888. Winsemius, W. Een analyse van veiligheidspropaganda. (Analysis of safety propaganda.) *Mens en Onderneming*, 1956, 10, 1-29.—A content analysis of 744 American safety posters classifies the material as 57% authoritarian or imperative, 60% positive, 60% negatively motivated, 46% contradictory as between picture and verbal material. It was found that the negative approach is somewhat balanced by the use of humor. The analysis was made by three research workers. A reliability index of between 70 and 90% is reported. English summary.—S. Duker.

(See also abstracts 6495, 6501, 6502, 6507)

PROFESSIONS

7889. Harman, George W., & Reid, John E. The selection and phrasing of lie-detector test control questions. *J. crim. Law Criminol.*, 1955, 46, 578-582.—"The process of selection is one of trial and error." Careful study of the S, his abilities, background, and "probable honesty pattern" is essen-

tial. Control questions should first be introduced during the pre-test interview.—*L. A. Pennington.*

7890. **Harrison, Ross; Hunt, Winslow, & Jackson, Theodore A.** Profile of the mechanical engineer. II. Interests. *Personnel Psychol.*, 1955, 8, 315-330.—Data from the Strong Vocational Interest Blank, selected items from a personal history form, and an interview indicated the following interest pattern: fond of sports and active outdoor pursuits; strong mechanical and technical interests tend toward immediate application: primarily non-verbalists; values conspicuously masculine; as a whole have few cultural or esthetic interests; although highly intelligent, they are no more intellectuals than they

are political extremists or bohemians. The scope of their interests, relative to their intellectual potentialities, may be described as constricted.—(See 30: 5414.)—*A. S. Thompson.*

7891. **Kanzer, Mark.** The reality testing of the scientist. *Psychoanal. Rev.*, 1955, 42, 412-418.—Scientific interests arise from infantile sex curiosity. Reality-testing involves not intellect alone but the entire personality. With the advent of psychoanalysis, the scientist will have to accept as final the truth that neither rules nor facts are the irreducible ingredients of a science, but rather the attitude and the reality testing of the scientist.—*D. Prager.*

(See also abstracts 6619, 7382)

THE LAST WORD . . .

Errata: The title of George Katona's contribution to **Clark, Lincoln H. (Ed.), Consumer behavior. Volume II: The life cycle and consumer behavior**, abstracted as entry 3647 in the April 1956 issue should read: "The predictive value of data on consumer attitudes."

The authors of entry 4052 in the June 1956 issue are: **Pratt, J. G., & Thouless, R. H.**

* * *

The *Jewish Social Service Quarterly* changed its title to *Journal of Jewish Communal Service* with volume 32, number 3, Spring 1956.

* * *

The following paperback reprints have been received from the publishers indicated:

Freud, Sigmund. Delusion and dream and other essays. Edited and with an introduction by Philip Rieff. The Beacon Press. \$1.45.

James, William. The will to believe and other essays in popular philosophy and human immortality. Dover Publications. \$1.65.

Jung, C. G. Two essays on analytical psychology. Meridian Books. \$1.35. (See 28: 1811.)

Lindner, Robert M. Rebel without a cause. . . . Grove Press. \$1.45.

Menninger, Karl. Man against himself. Harvest Books. \$1.45. (See 12: 2995.)

Reik, Theodor. Listening with the third ear. . . . Grove Press. \$1.95. (See 22: 5197.)

AUTHOR INDEX¹

- Abegglen, J. C., 7818
 Abelson, R. P., 7039
 Abraham, W., 7389
 Abrahamer, C. T., 7724
 Abramson, H. A., 6637,
 6628, 6904, 7182, 7206
 Abt, L. E., 7136, 7139
 Achermann, E., 7619
 Ackerman, E., 6629
 Ackerman, N. W., 6937,
 7240
 Adams, R. M., 6924
 Addison, W. P., 7523
 Adler, S., 7123
 Ainsworth, M. D., 7202
 Aird, R. B., 6644, 6647
 Albee, C. L., 7241
 Aldrich, V. C., 7103
 Alexander, F., 7562
 Alfano, J. E., 6701
 Alger, I., 7620
 Allison, R. B., Jr., 7661
 Alluisi, E. A., 6702
 Almquist, R., 7594
 Almqvist, E. J., 7050
 Alpern, M., 6703
 Albert, A., 7325
 Altea, E., 6834
 American Board of Examiners
 in Professional Psychology, 6586
 American Psychological Association,
 6587
 American Psychological Association,
 Committee on
 Legislation, 6593
 American Psychological Association,
 Committee on
 Relation between Psychology
 and Education, 6589
 American Psychological Association,
 Executive Secretary, 6590
 American Psychological Association,
 Health and
 Accident Insurance Committee, 6591
 American Psychological Association,
 Office of the
 Executive Secretary, 6588
 American Psychological Association,
 Scientific Development Board, 6592
 Amthauer, R., 6511
 Anand, B. K., 6645
 Anderson, D. M., 6882
 Anderson, D. V., 7202
 Anderson, L. K., 6724
 Anderson, N., 6720
 Anderson, W. F., Jr., 7779
 Andreas, B. G., 7854, 7860
 Andrew, D. C., 6662
 Andrew, J. G., 6646
 Andrews, T. G., 7118, 7876
 Andriola, J., 7137
 Angermeier, R., 7170
 Angelino, H., 7855
 Angus, L. R., 6961
 Anonymous, 7479
 Anstey, E., 7820
 Anthony, A., 6629, 6779
 Appell, R. J., 6938
 Appel, K. E., 7242
 Aral, K., 7355
 Archer, E. J., 6837
 Archibald, H. C., 7243(b)
 Arieff, A. J., 7610
 Arlow, J. A., 6596
 Armstrong, J. C., 6704
 Armstrong, C., 6939
 Arnold, R. G., 7460
 Arnott, G. F., 6716
 Arthur, R. P., 6682
 Asthana, H. S., 7104
 Astrup, C., 7356
 Attneave, F., 6705
 Auble, D., 7663
 Auerbach, E., 6706
 Aufricht, H., 7461
 Auld, F., Jr., 7183
 Aulicino, J., 6461(b)
 Ax, A. F., 7595
 Bach, G. R., 7244
 Bachem, A., 6761
 Bachman, J. W., 7357
 Bacon, M. K., 6946
 Baer, D. M., 6530
 Baerends, G. P., 6780
 Bagchi, B. K., 7429
 Bagh, D., 6707
 Bahrick, H. P., 7856
 Bailey, L. L., 6903
 Bakan, P., 6708
 Baker, C. A., 7837
 Baker, G., 7202
 Baker, H. D., 6709
 Balandier, G., 7051
 Balch, C. C., 6781
 Baldwin, A. L., 6940
 Ball, C. L., 7596
 Ballint, E., 6941
 Ballint, M., 7358
 Balter, A. M., 7503
 Bang, R., 7157
 Baranov, V. G., 6835
 Barbe, W. B., 7712
 Barbour, R. F., 7326
 Barendregt, J. T., 7563
 Barnes, B. A., 6515
 Barnes, G. H., 6494
 Barnes, P. J., 7750
 Barnitz, E., 7023, 7038
 Barron, F., 7184
 Bartlett, F. C., 6597
 Bartoshuk, A. K., 6816
 Barua, M., 7550
 Baruch, D., 7584
 Baruk, H., 7245
 Basilius, H. A., 7795, 7796
 Battersby, W. S., 7597
 Baughman, E. E., 7185
 Baumeyer, F., 7411
 Baumgartner, D. B., 7713
 Bayley, N., 6898, 6942
 Beaglehole, E., 7029
 Beaglehole, J., 6943
 Beck, B. M., 7480
 Beck, S. J., 6910
 Becker, A. M., 7246
 Becker, R. A., 6647
 Beebe, G. W., 7551
 Beedle, C. J., 7326
 Beerling, R. F., 6437
 Begab, M. J., 7390
 Behrens, M. L., 6937
 Belgium, D., 7138
 Bell, G. B., 7186
 Bell, M., 7483
 Bell, W. J., 7105
 Bellak, L., 6782
 Beller, E. K., 6944
 Benda, C. E., 7391
 Bender, L., 6961
 Bender, M. B., 6678, 6744
 Bendig, A. W., 7158,
 7766(a), 7857
 Benedek, T., 6613
 Bennett, A. E., 7359
 Bennett, D. N., 7621
 Bennett, G. K., 7751
 Bennett, W. F., 7856
 Benoit, J. C., 7360
 Bensberg, G. J., 7406
 Benson, P. H., 7383
 Benton, A. L., 6683, 7327
 Berg, D. A., 7220
 Berger, C. C., 7598
 Bergeron, M., 7360
 Bergler, E., 6925, 7008
 Bergman, P. S., 6744
 Bergum, W., 7880
 Berker, E., 7271
 Berman, L., 7247
 Berman, M. D., 6671,
 6672, 6673
 Bernard, J., 7066
 Berne, E., 7248
 Bernstein, B. B., 6872
 Bernstein, M. R., 7664
 Bernstein, S., 7364(a)
 Bernstine, R. L., 6649
 Berry, M. M., 6582
 Beukenkamp, C., 7249
 Bevan, W., 6684
 Bhatt, L. J., 7637
 Bice, H. V., 7721
 Bickford, R. G., 7611
 Biermann, G., 7187, 7565
 Bilger, R. C., 6767
 Binger, C., 6462
 Birch, D., 6836
 Birch, H. G., 7462
 Bird, E. G., 7258(b)
 Bischoff, W., 7599
 Bjørstedt, A., 7030
 Black, K., 7250
 Blair, G. M., 7665
 Blake, R. R., 7044
 Blake, W. S., Jr., 7728
 Blansfield, M. G., 7797
 Blattner, F., 7638
 Blas, P. M., 7009, 7031
 Bliss, E. L., 7504
 Bloch, H. A., 7481
 Block, W. E., 7600
 Bloom, B. S., 6922
 Bloustein, M., 7714
 Bobon, J., 7106
 Bobroff, A., 7392
 Bogardt, E., 6871
 Bogardus, E. S., 7052
 Bolgar, H., 7202
 Bond, G. L., 7752
 Bonime, W., 6463
 Bonvallet, M., 6648
 Borg, W. R., 6911
 Borgatta, E. F., 7032
 Boring, E. G., 6578
 Borkowski, W. J., 6649
 Borstein, S., 7505
 Bosher, B., 7610
 Bostock, N. L., 7393
 Bourdieu, J., 6697
 Bourne, L. E., Jr., 6837
 Bousfield, W. A., 6464
 Bowen, H. M., 6838
 Bowen, J. D., 6743
 Bowman, H. A., 7753
 Boyd, D. A., 7251
 Boykin, L. L., 7666
 Bradley, C., 7601
 Brady, J. V., 6817
 Bram, J., 7033(b)
 Branch, C. H. H., 7504
 Brandyburg, M. S., 6955
 Bray, D. W., 7344
 Brengelmann, J. C.,
 7218(b), 7488
 Brenner, A. B., 7449
 Breslin, F. D., 6630
 Bridges, T. J., 6650
 Bridgman, P. W., 6438
 Briggs, G. E., 6839
 Briggs, V., 6945
 Brill, N. Q., 7551
 Brock, S., 7412(a)
 Brody, E. B., 7159
 Brody, M. W., 7463
 Broden, W. J., 6839
 Bromberg, N., 7413
 Bromley, D. B., 7188
 Brooks, E., 7798
 Broudy, H. S., 6439
 Broussard, I. G., 6710,
 6874
 Browner, R., 6780
 Brower, D., 7139, 7252
 Brown, D. R., 6651(a)
 Brown, F., 7215
 Brown, H. E., 7729
 Brown, L. O., 7884
 Brown, M., 7610
 Brown, S. F., 7467
 Brown, W. B. D., 7841
 Brown, W. L., 6840
 Brune, R. L., 6500
 Brunner-Orme, M., 7414
 Brunswick, E., 6685
 Brunt, M., 6722
 Bryant, S. H., 6652
 Buchwald, A. M., 6787
 Buck, C., 7361, 7362
 Bucklew, J., 6465
 Budilowa, I. A., 6653
 Bugelski, B. R., 7858
 Bühler, C., 6512
 Buitler, J., 7799
 Bull, N., 6841
 Bullinger, E., 7482
 Bullock, H., 7667
 Burian, H. M., 6706
 Burke, J. T., 7864
 Burros, R. H., 6516
 Burt, C., 6899
 Busemann, A., 7638, 7668
 Buser, P., 6654
 Bush, R. R., 6517
 Bush, W. R., 6711
 Butler, B. V., 6534
 Butterworth, K., 6792
 Butxbaum, E., 7328
 Byrt, W. J., 7842
 Cadilhac, J., 6664
 Caine, M. B., 6997
 Calden, G., 7579
 Caldwell, W. E., 6842,
 6843
 Callieri, B., 7506
 Camerling, E., 6466
 Cameron, J. L., 7253
 Campbell, B., 6675
 Campos, N., 6467, 6468,
 6469, 6470, 6655
 Canter, G., 7154
 Canter, R. R., 7345
 Cantoni, L. J., 7669
 Cantril, H., 6471
 Carl, A., 7545
 Caron, M., 7417
 Carroll, H. A., 7140
 Carroll, J. B., 7134
 Carter, J. T., 7523
 Case, H. W., 7764
 Caso, A., 7254
 Cassell, J. T., 7715
 Cattell, R. B., 6518, 7189
 Cazulio, C. L., 7602
 Chabbazi, P., 7754
 Chall, L. P., 6783, 6790
 Chambers, W. R., 7603
 Chambers, W. W., 6656
 Chance, E., 7329
 Chapanis, A., 7868
 Chapman, J., 7010(a)
 Chase, F. S., 7780
 Chatterjee, N. R., 6712
 Chatterjee, R. G., 6713
 Chatterji, N. N., 7552
 Chauchard, P., 7011
 Chein, L., 7160
 Chicata, M. A., 7604
 Chickering, D., 6748
 Child, I. D., 6946
 Chisholm, B., 7141
 Choo, T.-E., 6762
 Chothia, F. S., 7755
 Christensen, J. M., 6714
 Chung, B. M., 6519
 Chute, C. L., 7483
 Claringbold, P. J., 6520
 Clark, K. E., 6958
 Clark, W. C., 6715
 Clausen, J. A., 6784, 7283
 Cleckley, H. M., 6686
 Clevon, W. A., 7821
 Clifton, R. S., 7346
 Clothier, F., 7415
 Clymer, T. W., 7752
 Cohen, D., 7836
 Cohen, J., 6521
 Cohen, Y. A., 6947
 Cohn, H. H., 7142
 Cohn, R. C., 7566
 Coleman, L. I. M., 7470
 College Entrance Examination
 Board, 7756, 7757
 Colley, W. H., 7595
 Collier, R. M., 6472
 Colm, H., 7330
 Colton, K. C., 7721
 Coltrera, J., 6633
 Comfort, A., 6998
 Comrey, A. L., 6887, 7807,
 7846
 Conference of State Psychological
 Associations,
 Committee on Legislation,
 6593
 Conger, J. J., 6978
 Conn, J. H., 7507
 Cook, F. J., 7487
 Cook, R., 7416
 Coombs, C. H., 6522
 Coomes, A., 6994
 Coon, H. L., 7707
 Cooper, J. C., 7508
 Coote, G. G., 6495
 Corliss, E. L. R., 6763
 Cormann, L., 7363
 Corsini, R. J., 6440, 7143,
 7253
 Coser, L. A., 7012
 Cosper, R., 7670
 Courtis, S. A., 6473
 Cowden, R. C., 7256
 Craig, J. B., 7271
 Craig, W., 7107
 Crandall, V. J., 6785, 6888
 Crane, A. R., 6948
 Crannell, C. W., 6714
 Crasileck, H. B., 7567
 Cremerius, J., 7573
 Cronbach, L. J., 6523
 Cross, K. P., 6889
 Crossman, E. R. F. W.,
 6687
 Crossman, J., 6657
 Crow, A., 6441, 6949
 Crow, L. D., 6441
 Crow, W. A., 7796
 Cuevas, A., 7254
 Cully, W. E., 7509
 Culver, J. E., 7809
 Cumbee, C. F., 7642
 Cummings, R., 7149
 Curran, D., 7364
 Currier, M. E., 7417
 Curtin, J., 7683
 Curtis, J. F., 7467
 Curtius, A. R., 6786
 Custer, V. M., 7730
 Dalle Ore, G., 7614
 Dall'Olio, G. N., 7510
 Daly, D. D., 7611
 Dameron, L. E., 6950
 Daniels, J. C., 7671
 Darling, C. D., 7660
 Das, J. P., 6844
 Dattel, W. E., 7190
 David, M., 7013
 Davids, A., 7191
 Davidson, H. H., 6951
 Davidson, M. A., 7161
 Davis, D. E., 7014
 Davis, J. A., 7760
 Davis, M., 7067
 Davis, R. C., 6787
 Davis, R. J., 6716
 Decourt, J., 7162
 De Groot, A. J., 6900
 Delgado, H., 7257, 7365
 Dell, P., 6648
 Delp, H. A., 7716
 de Maio, D., 7388
 DeMartino, M. F., 6952
 Denber, H. C. B., 7258(b)
 Denes, P., 6768
 De Nittis, G. L., 6717
 Dennis, W., 6953
 Dennis, W. M., 7394
 Despert, J. L., 7366
 Dessaux, G., 6631, 6632
 Detamhel, M. H., 6845,
 6846
 Dethier, V. G., 6688
 Detre, T., 7564(a)
 Detering, R. W., 6474
 Dewitler, S. R., 6718
 Deutsch, H., 7418
 DeVault, M. V., 7706
 Devereux, G., 7639
 De Vos, G., 7192
 Dewhurst, K., 7459
 Dhanda, R. F., 6719
 Diamond, I. B., 6764(a)
 Diatkine, R., 7336
 Diaz-Guerrero, R., 7068,
 7259
 Dicks, R., 6633
 Diller, J. C., 7485
 Dinenberg, S., 7516
 Dingman, H. F., 7385,
 7407
 Ditchburne, N., 6524
 Ditman, L. F., 6502
 di Tullio, B., 7484
 Dobin, N. B., 7610
 Dodd, A. D., 7144
 Doniger, S., 7145
 Dooper, M. J., 7843
 Dorpat, T. L., 6634
 Dorsen, M. M., 7517
 Doser, B. T., 6771
 Dossing, J., 7822
 Dotterer, R. H., 6475
 Dreger, R. M., 6907
 Dreher, J. J., 6772, 7122,
 7123
 Dredahl, J. E., 7189
 Drolette, M. E., 6913(a)
 Dua, S., 6645
 Dublineau, J., 7163
 Duetsch, E., 6635
 Duetsch, J. J., 6496
 Dufort, R. H., 6867
 Dumas, P. A., 7516
 Duncan, C. P., 6847

¹ The letter (a) following entry numbers indicates citation of abstracts which are primary publications; these are usually of theses or of papers read at professional meetings. The letter (b) indicates entries limited to bibliographic information.

Duncan, K. T. 7760
(Dunlap, J. W.), 6515
Dunn, S. S. 7671
Dunnette, M. D. 7823
Dupuis, A. M. 7034
Durand, M. 7108
Durkin, H. E. 7331
Durrell, D. D. 7676
Dyk, R. B. 7069

East, V. 7844
Ebbingsham, H. 6848
Eckert, R. G. 7070
Eckstein, L. G. 7486
Eckstein, M. 7010(a)
Ederer, K. A. 7731
Edinger, E. F. 7511
Edney, C. W. 7467
Edwards, A. L. 6526,
6912(a)
Edwards, J. 7701
Edwards, O. 7332
Edwards, W. 6527
Ella, W. C. 7146(b)
Efron, V. 7432
Egan, J. P. 6765
Ehrmann, W. W. 6788
Eisenberg, L. 7430
Eisenbud, J. 7260
Eisenstadt, A. A. 7632
Elder, H. E. 6915
Etlinger, L. 7533
Ekman, G. 7193
Ekstein, R. 6614, 7164
Elhardt, S. 7573
Elkin, F. 7071
Elvidge, A. R. 7524
Emery, R. M. 7464
Engelmann, C. 6789
Engen, T. 6598
Engle, B. 7359
Enrals, P. L. 7568
Eppright, E. S. 7569
Epstein, A. W. 7605
Ernest, R. R. 7076
Eron, L. D. 7183
Ervin, F. 7605
Estes, W. K. 6528
Etlinger, R. W. 7419
Ewert, J. C. 7607
Ewin, J. A. 7395
Ey, J. A. Jr. 6615
Eysenck, H. J. 7367
Ezell, L. B. 7702

Fabian, A. A. 7672
Fabin, H. D. 7512
Fairbanks, G. 7109
Falkner, F. 6954
Falkstein, E. L. 7570
Parkas, I. 6748
Farrell, M. J. 7368, 7391
Faucett, R. L. 6964
Fava, S. F. 6790, 6798
Fecney, F. E. 7420
Fehlman, F. E. 7885
Fehr, H. F. 7110
Feinberg, M. R. 7800
Felber, J. 7421
Feldman, A. B. 7072
Feldman, E. S. 6926
Feldman, H. 7015, 7111
Fellner, C. H. 7513
Felzer, S. B. 7194
Ferguson, L. W. 7195
Fiedler, F. E. 7803, 7821
Field, J. B. 7035
Field, M. J. 7554
Filbo, L. 7640(a), 7641
Finkelman, I. 7610
Finkle, J. R. 7610
Finney, D. J. 6529
Fish, J. P. 7761
Fisher, M. L. 7758
Fisher, S. 7514
Fiske, D. W. 6530
Fitt, A. B. 7053
Fitts, P. M. 6720, 6875,
7856
Fitzwater, M. E. 6849
Fix, E. 6531
Flaherty, J. A. 7422
Flamm, G. H. 6633
Flanagan, J. L. 6766
Flavell, J. H. 6850
Flom, B. C. 6732
Flood, M. M. 6532
Florida, F. 7419
Flynn, F. T. 7481
Foa, U. G. 7845
Fodor, N. 7073
Fogelman, M. J. 7367
Folson, J. K. 7074
Foote, N. N. 6791
Forgan, R. H. 6951
Forias, L. 7423

Forsley, E. 7368
Forster, F. M. 6661
Foulds, G. A. 7165
Fox, J. 7202
Fraiberg, L. 6927
Fraisne, P. 6442
Frank, F. 6636
Frank, L. K. 7054
Franklin, J. F. 7501
Frankmann, R. W. 6787
Franks, C. M. 6616
Frederickson, E. 6792
Freel, E. L. 6439
Freeman, H. 7309
Freidson, E. 7075
French, C. G. 7076
French, L. A. 6658
Freygang, W. H. Jr.,
6659, 6676
Fritz, S. 7859
Frosch, E. 7465
Fromm, E. 6901
Fruchter, B. 7044
Frumkin, R. M. 6793,
6955
Fry, D. B. 6768
Fry, G. A. 6721
Fry, W. J. 6722, 6760
Fryer, D. H. 7800
Fuentes, M. 7261
Fullagar, W. A. 7642
Funatsu, T. 6852
Funkenstein, D. H.,
6913(a)
Furtado, D. 7555

Gane, N. L. 7781
Gage, R. P. 7607
Gaier, E. L. 6889, 7673
Galdston, L. 6476
Gale, J. B. 7801, 7802
Gallagher, R. E. 6956
Garrett, H. E. 6533
Gates, A. I. 6903
Gatki, R. L. 7422
Gehlmann, F. 7195
Geller, J. J. 7262(b)
Gellert, E. 7643
Gellner, L. 7717
Gengerelli, J. A. 6534,
7190
Gems, G. W. 7466
Gerard, D. L. 7424
Gerjuoy, I. R. 6879
Gervais, T. W. 6599
Getzels, J. W. 7782
Ghisell, E. E. 7824
Giannacoli, A. J. 7515
Gibson, E. J. 6749
Giedt, F. H. 7166
Giffiths, R. S. 6738(a)
Gilbert, R. 6794
Gilbert, R. R. 6979
Girshick, M. A. 6535
Gladstone, A. 6579
Glat, M. M. 7304
Glauber, I. P. 7425
Gluck, M. R. 7196
Gogel, W. C. 6723
Golt, E. F. 7803
Goldberg, L. L. 7396
Goldberg, L. L. 7807
Goldberg, M. 7516
Goldbrunner, J. 6477
Goldfarb, A. L. 6909
Goldfarb, W. 6957, 7517
Goldstein, M. 6853
Gomes Penna, A. 6478,
6479, 6854, 6855, 6856,
7055, 7056
Gondor, E. L. 7266
Goodenough, F. L. 7718
Goodman, J. 6640
Goodwin, W. N. 7147
Gorbov, F. D. 6857
Gordon, Edgar S. 7571
Gordon, Eleanor, 6979
Gordon, L. V. 7825
Gorimontov, S. D. 6858
Goss, A. E. 6811
Gottlieb, L. S. 6951
Gottschalk, L. A. 7167
Gourlay, N. 6536
Graap, F. 7732
Grace, H. A. 7112, 7113
Graf, M. R. 7719
Grant, D. A. 6737
Grater, H. 7759
Grauert, D. N. 7263(a)
Grauer, D. 7518
Graves, P. A. 7644
Gray, C. W. 7723
Gray, W. 7723
Graybiel, A. 7836

Great Britain. Ministry of
Education. Committee on
Maladjusted Children.
7333
Green, B. F. 6724
Green, M. W. 7607
Green, R. F. 7854, 7860,
7861
Green, T. L. 7703
Greenberg, A. 7036
Greenberg, L. 6881
Greene, J. E. 7774
Greengill, L. P. 6497
Gregg, J. R. 7862
Grether, W. F. 7863
Grewel, F. 7397, 7398
Griffin, H. D. 6537
Griffiths, M. 7733
Griffiths, W. H. Jr., 6859
Grimes, W. H. 7114
Groenman, S. 7077
Gronewald, T. W. 7519
Gronlund, N. E. 7645
Gross, L. 7572
Grosslight, J. H. 7674
Grote, L. R. 6818
Grothe, G. 7490
Grotjahn, M. 7264
Grubbe, H. W. 6480
Grunes, W. F. 7347
Guba, E. G. 7780, 7782
Guest, L. P. 7037(a),
7886
Guest, R. H. 7804
Guhl, A. M. 6795
Guilford, J. P. 6600,
6902(a)
Gunkel, R. D. 6498
Gurand, J. 6538
Gurney, N. L. 6792
Gustad, J. W. 7761
Gustafson, L. M. 7350
Guttman, N. 6725
Guze, S. B. 7176
Hackl, G. 7805
Hackman, R. C. 6617
Hadden, S. B. 7265
Häfner, H. 6819(b)
Hall, C. S. 6890, 7168
Hall, J. F. 6860
Hall, T. 7720
Hallowell, A. J. 7202
Halpern, H. M. 7197
Halstead, W. C. 6660(a)
Hambidge, G. Jr. 7167
Hamlin, R. M. 6820
Hand, H. C. 7646, 7734
Haneman, V. J. 6539
Hanitchak, J. J. Jr., 7675
Hansel, M. 7166
Hansen, A. K. 6726
Hansen, A. M. 7490
Harding, H. F. 7697
Hargrove, E. A. 7359
Harker, G. S. 6499, 6500
Hartman, E. 7369
Hartman, G. W. 7889
Härnqvist, K. 7806
Harrell, R. F. 6903
Harriss, J. M. 6501
Harrington, M. J. 7676
Harris, A. J. 7677
Harris, L. M. 7426
Harris, M. 7078
Harris, Z. S. 7115
Harrison, R. 7890
Harrison, S. I. 7463
Hartley, R. E. 7266
Hartman, B. O. 7864
Hartman, L. D. 6901
Hartwood, F. W. 7116
Hatch, H. S. 7505
Hauty, G. T. 6877
Havighurst, R. J. 6959
Havin, H. 6541
Hax, H. 6916
Hayes, R. 6640
Hayward, S. C. 6796(a)
Heath, G. G. 6741
Heathers, G. 6960
Hedgecock, L. D. 7623
Hedges, T. R. Jr., 6727
Hegg, H. 7334
Heldbreder, E. 6891
Heigl, F. 7427
Heiss, R. 6481
Hellebrandt, F. A. 7198
Helmie, M. 7417
Hendrick, I. 6618
Hendrickson, R. C. 7487
Hendricks, J. 7762
Henneman, R. H. 6689
Henry, A. F. 7191

Henry, J. 6482
Herbert, M. J. 6496
Hermann, I. 6892
Hersov, L. A. 7520
Herter, K. 6797
Hertz, M. K. 7606
Hertzman, M. 6483
Hester, M. 6753
Hietzer, H. 6512
Hirwin, E. A. 7763
High, W. S. 7807, 7846
Higham, E. 7202
Higham, T. M. 6601
Hillman, A. 7016
Hillman, H. H. 7678
Hiltner, S. 7079
Himehoch, J. 6798
Himwich, H. E. 7335
Hire, A. W. 7386
Hirsch, M. W. 6628
Hirschstein, R. 7199
Hirsh, I. J. 6767
Hitchcock, H. B. 6799(a)
Hobbs, G. E. 7361, 7362
Hoberman, M. 7625
Hoch, E. L. 7267
Hoch, F. H. 6961, 7268
Hodge, W. H. 6962
Hodges, J. L. Jr., 6531
Hodges, J. S. 6690
Hodgson, T. 7880
Hoffer, W. 6602
Hoffman, H. N. 6963
Hohmann, G. W. 6821
Höhn, E. 6512
Hollingsworth, A. M. 6928
Holmes, T. H. 6634
Holt, N. F. 7827
Holt, R. R. 6619
Holtzman, W. H. 7794
Holzberg, J. D. 7324
Hoover, W. R. 7057
Hoover, W. R. 7865
Hoover, K. H. 7735
Hopkins, B. 7000
Hopkins, T. W. 7721
Hopkinson, R. G. 6728,
6747
Hormaeche, M. 6568
Horn, H. 7488
Horst, P. 6603
Horwich, F. R. 6964
Hose, W. 7573
Hotopp, M. 7058
Housden, L. G. 6965
Houta, J. J. 7198
Howland, C. L. 7039
Huckel, H. 7059, 7428
Huertas, J. 6661
Hugelin, A. 6648
Hughes, J. L. 7828
Hulse, W. C. 7269
Humphrey, C. E. 6840
Humphries, M. 6861
Hunt, H. F. 6817
Hunt, W. 7080, 7890
Hunter, I. M. L. 6862
Hunter, J. S. 6577
Hunter, K. A. 7375
Huntun, V. D. 6729
Hurkan, J. 6443
Hurley, W. M. 7808
Hurlock, E. B. 6966
Husman, B. F. 6822
Ikin, A. G. 7270
Inaba, K. 6702
India. Ministry of De-
fence. Defence Science
Organisation. Psychologi-
cal Research Wing. 7200
Infield, H. F. 7017
Ingram, T. T. S. 7596
Irle, M. 6513
Irwin, I. A. 7679
Isobe, K. 6730
Itkin, W. 6967
Itzigsohn, J. A. 7282
Iverson, C. A. 7569
Ivey, E. F. 7374
Jackson, E. B. 6970
Jackson, T. A. 7890
Jacob, W. 7399
Jacobs, H. H. 6542
Jacoby, J. 7271
Jahoda, M. 7038
Jakobson, K. 7736
Jalota, S. 6863
James, H. C. 7060
Jampolsky, A. 6731, 6732
Janse de Jonge, A. L. 7370
Jarvis, M. E. 6543, 6627,
6628
Jeeves, M. 6876
Jenkins, R. L. 6554

Jensen, G. E. 7647
Jensen, J. 7837
Jensen, R. A. 6968, 7148
Jenson, P. G. 7348
Jervis, G. A. 7505
Johdal, K. 6864
Johnson, A. M. 7434
Johnson, D. R. 6658
Johnson, R. C. 6444
Johnson, W. 7117, 7467
Johnston, R. A. 6865
Jolles, I. 7722
Jones, Edward S. 7737
Jones, Elizabeth, 7429
Jones, Ernest, 6604
Jones, F. N. 6691
Jones, M. H. 7764
Jones, R. A. 7770
Jordan, R. H. 7081
Jordan, R. M. 7272
Judas, I. 7570
Jurgensen, C. E. 7829
Justman, J. 7778
Kaess, W. A. 6866, 6918
Kahlert, I. 7335
Kahn, J. A. 7118
Kahn, T. C. 7169
Kalish, H. I. 6725
Kallejian, V. 7867
Kalmus, H. 6768
Kanner, L. 7430
Kanter, S. 7323
Kantner, J. F. 7089
Kantor, J. K. 6484
Kanner, M. 7891
Kao, R. C. 6522
Kaplan, B. J. 7400
Kaplan, M. 7468
Kaplan, O. J. 7521
Kaplan, W. 7061
Karl, H. 7201(b)
Karl, J. E. 7687(a)
Karpman, B. 7489
Kaslein, S. 7465
Katcher, A. 6949
Kates, S. L. 7272
Katz, M. S. 7343
Kaufer, G. 7267
Kaufman, C. A. 7431
Kaufman, H. 7431
Kaufman, M. R. 6628,
6904, 7182, 7206
Kawin, E. 7738
Kestner, J. 7467
Kechn, J. D. 6914, 7062,
7522, 7765
Keith, H. M. 7607
Kellaway, R. 6888
Kelleher, R. T. 7349
Keller, M. 7432
Kellershohn, C. 6733
Kelley, E. C. 7648
Kellman, S. 7015
Kelly, E. 6915
Kelly, H. H. 7039
Kelman, H. 7273
Kempthorne, O. 6576
Kendall, W. E. 7839
Kennick, W. E. 7119
Kent, A. 6582
Kenton, C. 7575
Kephart, N. C. 6734,
7670
Kessert, B. H. 7610
Kesten, J. 7433
Kibbe, M. H. 7608
Kieselbach, D. J. 6544
Kilian, H. 7573
Kilpatrick, F. P. 6692
Kimble, G. A. 6445, 6867
King, C. W. 7018
King, E. E. 6679
King, H. E. 7605
King, H. F. 7866
King, J. A. 7082
King, S. H. 6913(a)
Kinney, J. A. 7853
Kirchner, W. K. 7348
Kirk, B. A. 6620
Kiser, C. V. 7100
Kitagawa, E. M. 6545
Klappman, J. W. 7120
Klapper, J. T. 7234
Klapper, M. 7618
Klare, G. R. 7350
Klatzkin, E. H. 6970
Klein, A. F. 7083
Klein, M. 7275
Kleining, G. 6693(b)
Kleines, M. A. 7867
Kline, M. V. 7149
Klineberg, O. 7040
Klopper, H. W. 7150
Klopper, H. 7202
Klopper, W. G. 7202

- Klingh, H. E., 7766(a)
 Klüwer, K., 7561
 Knauff, E. B., 6546
 Knoch, H. M., 7784
 Koch, H. L., 6971
 Kochergina, V. S., 6868
 Kogan, L. S., 6547
 Kob, S. D., 6514, 7203, 7204
 Köhler, W., 6769, 6770
 Koidan, W., 7663
 Kok, E. P., 7469
 Kolb, L. C., 7434
 Kosopka, G., 7154
 Kools, J. A., 7478
 Kora, F., 7276
 Kornetsky, C., 7182, 7206
 Kostian, A., 7171
 Kostov, B., 7277, 7278
 Kott, M. G., 7151
 Kovitz, B., 7523
 Kragh, U., 7180
 Kral, V. A., 7534, 7576
 Kramer, A., 6502
 Kramer, C. Y., 6548
 Kramer, H. C., 7279
 Kretschmer, E., 7280
 Kretschmer, W., Jr., 7371
 Krich, A., 6972
 Kropp, R. P., 7205
 Krott, P., 6800
 Krug, O., 7281
 Krusinska, R. J. H., 7624
 Kryshkova, N. A., 7469
 Kuhn, M. H., 6801
 Kurland, A. A., 7490
 Kusnir, J. E., 7282

 LaBerge, D. L., 6735
 LaBue, A. C., 7783
 Lachman, S. J., 6485
 Laffal, J., 7183
 Lambert, C., 7447
 Landau, W. M., 6659
 Landis, C., 7283
 Landis, J. T., 6802
 Laner, S., 7680
 Lannholm, G. V., 7767
 Lanzetta, J. T., 7784
 Lancia, R., 7602
 Latham, F., 6503
 Lauer, A. R., 6754, 7830
 Lawrence, D. H., 6735
 Lawrence, L. C., 7847
 Lawabe, C. H., 7831
 Leavitt, G. S., 7781
 Leavitt, H. J., 6916
 Lebo, D., 7284, 7285, 7286
 Lebedev, S., 7336
 Lee, D., 7161
 Lee, D. M., 7681
 Lee, J., 7462
 Leeds, D. S., 7230, 7231
 Lefevre, C., 7019
 Le Guillant, L., 7170
 Leibowitz, H., 6736, 6737
 Leighton, A. H., 7372
 Lem, C., 7813
 Leonard, A. E., 7739
 Leonard, J. A., 6720
 Lersch, P., 7638
 LeShan, L., 7577
 Levine, A., 6628, 6904, 7182, 7206, 7215
 Levine, J., 7207, 7435, 7436
 Levine, L., 7084
 Levine, M. S., 7785
 Levy, B. I., 7679
 Levy, D. M., 6973
 Levy, L. H., 7208
 Levy, N., 6598
 Lewerenz, A. S., 7768
 Lewin, B. D., 6605
 Lewis, D. J., 6869
 Lewis, Hal G., 7642
 Lewis, Hilda, 6974
 Lewis, J. A., Jr., 7351
 Li, C. C., 6549
 Liadansky, L. H., 6742
 Lidz, T., 7578
 Lief, H. I., 7556
 Lilienfeld, A. M., 6984, 7401
 Linck, O. F., 7796
 Linde, F. A., 6760
 Linden, M. E., 7437
 Lindemith, A. R., 7020
 Lindgren, H. C., 7649
 Lindner, R., 7021, 7209
 Lindley, D. B., 6738(a)
 Linfoot, E. H., 6739
 Lippman, H. S., 7337
 Lipton, B. H., 7625
 Lissance, D., 7036
 Littman, R. A., 7061

 Locke, H. J., 7041
 Loehrke, L. M., 7606
 Loewy, H., 7402
 Long, E. R., 6689
 Loomis, E. A., 7540(a)
 Loomis, E. A., Jr., 6823
 Lord, F. M., 6550, 6551, 6552, 6553
 Lorenz, M., 7525
 Lorenz, T. H., 7579
 Lorge, I., 7121
 Lort, M., 6554
 Losty, M. A., 7618
 Lourin, R. S., 7580
 Louttit, C. M., 6580
 Lovett Doust, J. W., 7373, 7470
 Low, C. M., 7682, 7740
 Lowenfeld, B., 7626, 7627
 Lowenhaupt, E., 7557
 Löwman, H., 7438
 Lowrey, L. G., 6975, 7287
 Luborsky, L., 6619
 Luce, R. D., 6555, 6556
 Luchina, A. S., 6694, 7288
 Lucknow, University. Psychology Society. Treasurer, 6581
 Lutz, K. R., 7628
 Lutz, M. C., 7868

 Mabry, J. E., 7350
 MacAdam, D. L., 6740
 McArthur, C. C., 7191
 McCandless, B., 6964
 McCandless, F. D., 7704
 McCarthy, D., 6961
 McCloskey, J. F., 7832
 McCoy, E. P., 7871
 McCranie, E. J., 7567
 McCraw, L. W., 6870
 McDaniel, H. B., 7741
 MacDonald, D. V., 6959
 McGee, H. M., 7786
 McGillivray, R. C., 7526
 McGlone, R., 7403
 McGowan, B., 7214(a)
 McGuire, F. L., 7210, 7211, 7869
 McGuire, H. T., 7422
 McGuire, J. C., 7870
 Machover, K., 7352
 McIlwain, H., 7536
 McIntyre, C. J., 7212, 7674, 7871
 McKinney, J. C., 6446
 McLellan, A., 7777
 MacLennan, B., 7455
 McMurry, R. N., 7833
 McNamara, L. F., 7191
 McNamara, W. J., 7828
 MacRea, J. M., 6976
 Macy, Joseph, Jr., 6556
 Maestold, J., 7823
 Mahan, T., 7650
 Mahler, M. S., 6961
 Mahoney, T. A., 7848
 Mairs, F., 7589
 Malcolm, M., 6803
 Mallet, C. H., 7213
 Malmöjck, J., 6871
 Malberg, B., 7374, 7527
 Marcus, I. M., 7439
 Marg, E., 6741
 Marinacci, A. A., 7440
 Markham, S., 6904, 7206
 Markowitz, G., 6826
 Markowitz, H., 6857
 Marquart, D. L., 6905
 Marquis, V., 7843
 Marron, J. E., 6896
 Marschak, J., 6558
 Marsman, W., 7370
 Martensen-Larsen, O., 7441
 Martin, B., 7214(a)
 Martin, P. O., 7742
 Martin, W. E., 6977
 Marx, M. H., 6872
 Mason, H. M., 7834
 Massopust, L. C., Jr., 7609
 Matarazo, J. D., 7176
 Mathewson, R. H., 7789
 Matsuyama, Y., 7042
 Matteson, R. W., 7353
 Mayer, J., 7581, 7582
 Mayer, M. F., 7338
 Mayzner, M. S., Jr., 7231
 Mech, E. V., 7663, 7855
 Mecham, M. J., 7471
 Medland, F. J., 6554
 Mehl, W. J., 7743
 Meili-Dowretski, G., 7202
 Meininger, J. V., 7558
 Meister, A., 7085
 Melton, R. S., 7769
 Melnick, R., 6936

 Meng, H., 7528
 Menze, J. W., 6982
 Menah, L. N., 7152
 Mercer, E. O., 7820
 Merivale, W. H. H., 7375
 Merlis, S., 7545
 Merrill, F. E., 6804
 Merwarth, H. R., 7412(a)
 Merwin, J. C., 6523
 Mette, A., 7376
 Meyer, B. C., 7215
 Meyerson, I., 7063
 Michael, W. B., 6559, 7770
 Michels, W. C., 6771
 Michigan, University. Detroit Area Study, 7086
 Micka, H. K., 7735
 Mierke, K., 6824
 Miesner, B. F., 6504
 Migson, C. J., 7504
 Mignot, H., 7289
 Milaschuk, E. W., 7679
 Milazzo, E. F., 7833
 Milberg, I. L., 7583
 Milholland, J. E., 6560, 6561
 Mill, C. R., 6906(a)
 Millard, C. V., 7651
 Miller, E. H., 6893
 Miller, H., 7584
 Miller, J., 7629
 Miller, K. M., 6755
 Mills, E. S., 6917
 Mindlin, D. F., 7420
 Minear, V. H., 7420
 Miner, J. B., 7809
 Mirin, B., 7529
 Mishler, E. G., 7100
 Mitchell, B. C., 7771
 Mitchell, J. F., 6657
 Mitchell, R. T., 6742
 Mizushima, K., 6637
 Modena, G., 7530
 Monachesi, E., 6606
 Montagu, M. F. A., 6447
 Moore, H. K., 6448
 Moore, M., 6929
 Morant, G. M., 6638
 Moreno, J. L., 7043, 7290(b), 7291
 Morgan, C. T., 6449
 Morley, M., 7472
 Morris, A., 6743
 Morris, W. W., 7216
 Morrison, S., 7473
 Morsh, J. E., 7787
 Moser, C. A., 6562
 Moser, H. M., 6772, 7122, 7123
 Moses, L. E., 6732
 Moskowitz, M. J., 6820
 Moss, L. M., 7442(a)
 Motokawa, K., 6730
 Moustakas, C. E., 7292, 7788
 Mouton, J. S., 7044
 Mowrer, H. R., 7087
 Muggenthaler, E., 7705
 Mujaib, A., 6573
 Mulder, R. L., 7843
 Müller-Guggenbühl, F., 7652
 Munn, N. L., 6450
 Murnin, J. A., 7684
 Murty, V. N., 6563
 Mussen, P. H., 6978
 Mutter, A. Z., 7541
 Myers, N. A., 6737
 Myers, R. E., 6695(a)

 Nagelberg, L., 7293
 Nagler, B., 7294
 Nally, T. P. F., 7685
 Naquet, R., 6679
 Nathanson, M., 6744
 Neff, W. D., 6769
 Negrin, J., 7295
 Nehnevala, J., 7045
 Neisser, E. G., 6964
 Newbigging, P. L., 7217
 Newman, J. R., 7838
 Nicholson, M. L., 7154
 Nielson, G., 6696
 Noble, C. E., 6874
 Noble, J. J., 7789
 Noble, M., 6875
 Noether, G. E., 6564
 Norris, E. B., 7860, 7861
 Norris, R. B., 7686
 North, A. J., 6876
 North Atlantic Treaty Organisation. Advisory Group for Aeronautical Research and Development, 6639
 Novak, S., 6640

 Nungesser, F. L., Jr., 6702
 Nyssen, K., 6697

 Oakes, W. F., 6773
 Obonal, T., 7355
 Ochs, S., 6662(a)
 O'Connor, N., 7491
 O'Gorman, M. B., 7777
 Ohlsen, M. M., 7790
 Ohm-Kettner, I.-D., 6797
 Olds, J., 6663(a), 6825
 Olshansky, S. S., 7546
 Olt, R., 7088
 Oppenheim, F. E., 6451
 Orblson, L., 6748
 Orens, M. H., 7531
 Orgel, A. R., 6907
 Orme, J. E., 7532
 Orne, M. T., 7414
 Osborne, R. T., 7774
 Oserezi, N. I., 7404
 Ostow, M., 7433, 7444
 Otis, J., 7744
 Ousley, J., 7579
 Outhwaite, A. D., 6565
 Oyama, T., 6743
 Oyer, H. J., 6774

 Page, H. A., 6826
 Page, H. E., 7872
 Palthe, P. M. v. W., 7810
 Pardi, L., 6805
 Parnell, R. W., 7161
 Parry, H. J., 6806
 Parsons, E., 7296
 Partridge, M., 7564
 Passanunick, R., 6984, 7401
 Pascal, J. L., 6746
 Passouant, P., 6664
 Passouant-Fontaine, T., 6664
 Paterson, D. G., 7695
 Patterson, C. H., 7171
 Patterson, R. M., 7271
 Pavenstedt, E., 6979
 Payne, R. B., 6566, 6877
 Pearson, E., 6517
 Peel, E. A., 6486
 Peller, L. E., 6980
 Penn, J. P., 7630
 Pepinsky, H. B., 7707
 Perl, E. R., 6665
 Perl, W. R., 7297(b), 7492
 Perry, D., 7848
 Perry, J. W., 6582
 Perry, N. C., 6559
 Persch, E., 6505
 Pesek, L., 7589
 Peters, H. N., 7533
 Peters, R. W., 7124
 Peterson, G. E., 7125
 Petherbridge, P., 6747
 Peto, A., 7445
 Petrilowitch, N., 7298
 Petrucci, H. B., 6930
 Pfaffenberger, H., 7339
 Pfaffmann, C., 6666
 Phillips, B. N., 7706
 Piaget, J., 6981
 Piatt, D. A., 6452
 Pierce, J. R., 7687(a)
 Pigg, L. D., 7873
 Philblad, C. T., 7493
 Pilpel, M., 7503
 Pilthers, H., 6807
 Pindell, H. D., 7631
 Pinelli, P., 7172
 Pinillos, J. L., 7218(b)
 Pinkerton, R. C., 7126
 Pinto, G., 7653
 Piotrowski, Z. A., 7219, 7220, 7334
 Pippard, J., 7299, 7300, 7301
 Plane, P., 6871
 Plätzer, O., 7302
 Podolsky, E., 7303
 Poidevin, E., 7842, 7849
 Polishuk, A., 7688
 Pollack, L., 6775
 Pellock, L. J., 7610
 Popov, E. A., 7377
 Post, A. J., 6896
 Post, F., 7000
 Potter, R. G., Jr., 7089, 7100
 Potts, A. M., 6748
 Poulton, E. C., 6776, 6778
 Powell, A. S., 7689
 Praglin, J., 6748
 Prakash, J. C., 7090
 Pratt, C. H., 6507
 Prescott, G. A., 7772
 Preston, A., 7785
 Price, J. R., 7221
 Prothro, E. T., 7127, 7745

 Purdy, J., 6749
 Pyzik, S. W., 7610

 Quilala, F. V., 7560
 Quiroz, F., 7501

 Rabe, A., 6715
 Rabin, A. I., 7199
 Rabinowitz, C., 7340
 Rady, A. A., 6750
 Ramfalk, C. W., 6567
 Raphael, G., 7254
 Raphael, T., 7745
 Rappaport, M., 6720
 Rasey, M. L., 6982
 Ratner, S. C., 6878
 Rea, F. B., 7446
 Read, H., 6433
 Redli, F., 7154
 Redlich, F. C., 7436
 Rees, T. P., 7304
 Rees, W. L., 7447
 Reichenberger-Hackett, W., 7001
 Reid, J. A., 7889
 Reid, J. R., 6487
 Reik, T., 6607, 7091, 7092
 Rein, D. M., 6931
 Reim, E., 6515
 Reith, H., 6454
 Rettig, S., 7378
 Reuning, H., 6751
 Reynolds, L. G., 7632
 Ricciardi-Pollini, R., 7874
 Rice, O. R., 6621
 Richmond, J., 6964
 Richmond, R. G., 6942
 Riecken, H. W., 7025
 Riese, H., 7223
 Riese, W., 7474
 Riesenman, D., 7128
 Riggs, M. M., 6918
 Rimoldi, H. J. A., 6568, 6894
 Rinaldi, F., 7535
 Ringel, E., 7448
 Riach, D. M., 7379, 7380
 Rittenhouse, C. H., 6853
 Roadruck, R. D., 7408
 Robbertse, P. M., 6983
 Robbins, I., 7778
 Roberts, E. E., Jr., 6710
 Roberts, H., 7389
 Roberts, J. P., 7792
 Robina, M. J., 7405
 Robinson, E. J., 6752
 Robinson, P. K., 6667
 Roblin, M., 6979
 Roche, J. H., 6916
 Rockway, M. R., 7875
 Rodin, E. A., 7611
 Rodnight, R., 7536
 Rodrigue, E., 7305
 Rogers, H. E., 7773
 Rogers, M. E., 6984
 Rolin, J., 7494
 Rorschach, H., 7222
 Rose, A. M., 6958
 Rosen, H., 7046, 7850
 Rosen, J. C., 6932
 Rosen, R. A. H., 7046, 7850
 Rosenberg, B. G., 7175
 Rosenberg, I. H., 7224
 Rosenberg, M., 6668, 7559
 Rosenfeld, R., 7537
 Rosenthal, D., 7306
 Rosenthal, L., 7293, 7341
 Rosenzweig, N., 7538
 Ross, D. H., 7654
 Ross, J. H., 7093
 Ross, K. T., 6569
 Ross, S., 6617, 7876
 Rothenberg, S., 7307, 7449
 Routh, T. A., 7173
 Rowell, J. T., 7381
 Royce, J. R., 6827
 Rubin, H., 6535
 Rubin, H. K., 7410
 Rubin, S., 7707
 Rudolf, G. de M., 7450
 Rudy, L. H., 7535
 Ruesch, J., 7308
 Runes, D. D., 6455
 Rusinov, V. S., 6669
 Rusk, H. A., 7620
 Rutherford, A., 6565
 Ryan, R. W., 6498
 Ryland, G., 7154
 Rynkiewicz, L. M., 7718

 Sacher, H., 7223(b)
 Sadosky, M., 6848
 Sainsbury, F., 7174
 Salsman, L. V., 7724
 Samuels, L. T., 7504

- Sanders, W. B., 7774
Sandstad, J., 6777
Sanford, F. H., 6456
Sanger, A., 6985
Saprykin, P., 6670
Sarin, T. R., 7175
Sarnoff, I., 7745
Saslow, G., 7176
Sauer, F., 6808
Schachter, M., 7451
Schaeffer, M. S., 6879
Schapero, M., 6753
Scheldinger, S., 7309
Scheie, H. G., 6727
Scheinfeld, A., 6641
Scheller, B., 7495
Schindler, S., 6986
Schlaegel, T. F., Jr., 7560
Schlesinger, L. E., 7129
Schmeer, G., 7561
Schmidberg, M., 7496
Schmidt, D. P., 7836
Schmidt, P. F., 6506
Schmidt, R. S., 6809
Schneck, J. M., 7177
Schneider, D. E., 7452
Schneider, E., 6489, 6828,
6880, 6919, 6920, 7022
Schneiderman, N., 7690
Schoenwald, R. L., 6608
Schreider, E., 7178
Schröder, M., 7851
Schuler, H., 7655
Schulman, I., 7497
Schultz, R. E., 7790
Schulz, L. R., 6945
Schumacher, C. F., 6754
Schwartz, A. A., 7224
Schwartz, B. J., 7453
Schwartz, M., 7039
Schwartz, M. S., 7382
Schwartz, N., 6507
Schwartz, M. J., 7383
Schwung, H., 7342
Scientific American Editors,
6508, 6642, 6810
Scott, B., 7733
Scott, J. F., 7195
Seabrook, J. A., 7475
Searles, H. L., 6509
Seeman, J., 7310
Seeman, W., 6881
Seidenfeld, M. A., 7612,
7633
Sella, S. B., 6573
Seltis, C., 7023
Senders, J. W., 6539, 7877
Sensenbach, W., 6646
Seyfried, H., 7482
Shafiel, G. A., 7741
Shanes, A. M., 6671, 6672,
6673
Shanner, W. M., 7775
Shapiro, H. L., 7343
Sharma, S. L., 6921
Sharpe, L., 7132
Shartle, C. L., 7047, 7814
Shaw, M. E., 7406
Shaw, S. N., 6674
Shechtman, J., 7539
Shelley, W. B., 6682
Shepherd, A. H., 6861
Shepp, B. E., 7876
Sherif, M., 7037
Sherman, D., 7476
Sherman, M. H., 7225
Shimmin, S., 7811
Shneidman, E. S., 7202
Shockey, E. L., 7382
Shockley, W., 6622(a)
Short, E. E., 7420
Shottwell, A. M., 7385,
7407
Shuford, E. H., 7350
Shugart, G., 7540(b)
Siddall, G. J., 6582
Sidler, M., 7725
Siegel, A. L., 7837
Siegel, L., 7707
Silberer, H., 6893
Silva, J., 7880
Silverberg, W. V., 7311
Silverman, H. L., 6490
Silverman, S., 7541
Simmel, M. L., 7312(a)
Simmons, H. E., 7585
Simmons, J. S., 7634
Simmons, W. D., 7556
Simpson, E. A., 7691
Silgraves, R., 6535
Sivados, P., 7313
Skillcorn, S. A., 7454
Slater-Hammel, A. T., 6811
Slavson, S. R., 7153, 7314,
7315, 7316, 7317, 7455
Sloan, R. E., 6583
Sloan, W., 7838
Slobody, L. B., 7618
Slupinski, L., 7179
Small, L., 7226
Smedlund, J., 7227
Smirnow, W. M., 7469
Smith, A. H., 6715
Smith, E. A., 7708
Smith, E. S., 7002
Smith, G., 7180
Smith, J. A., 7776
Smith, M. B., 7064
Smith, P. C., 7812, 7813,
7841
Smith, S. L., 6883
Smith, W. L., 6829(a)
Snidcor, J. C., 7477, 7692
Snowden, R. F., 7202
Snyder, C. R., 7065
Soar, R. S., 7878
Société Belge de Psycholo-
gie, 6584, 6594
Soderberg, G., 7471
Sokol, J., 7496
Sokolow, E. N., 6885
Solley, C. M., 6830
Solomon, D., 6888
Solomon, J. C., 7456
Solomon, L. N., 7133
Solomon, R. L., 6886
Sommer, N. J., Jr., 7503
Sonnenberg, M., 6987
Sorokin, P. A., 7024
Spencer, S. J. G., 7141
Spiegelman, M., 6831, 7202
Spiel, W., 7448
Spindler, G. D., 7656
Spiro, M. E., 7657
Spragg, S. D. S., 7854,
7860, 7861
Sprague, J. M., 6656
Spries, J. A., 7256
Staats, C. K., 6887
Staff, C., 6491
Stagner, R., 6830, 7852
Stamm, J. S., 6812
Starch, D., 7887
Starer, E., 7542
Stauder, K. H., 6988
Stein, A., 7587
Stein, H., 7228
Stein, M. D., 7202
Stein, M. I., 6922
Steinberg, H., 6698
Steinberg, M. D., 7831
Stein, M., 7448
Stephens, J. M., 7658
Stephenson, C. M., 7709
Stephenson, W., 6609
Stern, E., 7528
Stern, G. G., 6922
Stevens, S. N., 7791
Stevens, S. S., 6775
Stevenson, G. S., 7498
Stewart, D. A., 6832
Stewart, L. H., 7792
Stewart, Robert S., 6989
Stewart, Ronald A. Y.,
7253
Stewart, W. K., 7879
Sieglitz, E. J., 7003
Stirman, J. A., 7567
Stopdill, R. M., 7047, 7814
Stolper, R., 7186
Stolurou, L. M., 6846,
7880
Stone, C. H., 7839
Stone, G. C., 7781
Stone, J. T., 6820
Stone, W. L., 7746
Story, A. W., 6792
Stout, R. A., 7793
Strauss, A. L., 7020
Stromata, C., 7471
Stroud, J. B., 7659
Stubblebine, J. M., 7408
Stykos, J. M., 7048
Suzek, R., 7588
Sullivan, H. S., 7384
Sulzberger, C. F., 6933,
7457
Summerfield, A., 6755
Summerfield, J., 7660
Suojanen, W. W., 7815
Super, D. E., 7354
Sutcliffe, J. P., 6833
Sutherland, A. M., 7069
Sutin, J., 6675
Suttell, B. J., 7840
Sutton, E. L., 7726
Svanlung, H., 6726
Swanson, P., 7569, 7589
Sweetser, F. J., Jr., 7130
Sykes, G. M., 7499
Symmes, D., 7613(a)
Symonds, P. M., 7318
Tagiuri, R., 6556
Tanaka, K., 7042
Tarjan, G., 7385, 7407
Tasaki, L., 6676
Tasch, R. J., 6990
Tate, H. H., 7702
Tate, R. F., 6570
Tauc, L., 6677
Tec, L., 7543(a)
Tedesco, J. F., 7590
Teng, P., 6678
Terzian, H., 7614
Teschner, B., 7625
Thalman, W. A., 7759
Thibaut, J. W., 7025
Thigpen, C. H., 6686
Thomas, R. C., 7544
Thomason, B., 7094
Thompson, W. A., Jr.,
6571, 6572
Thompson, W. R., 6936,
6991
Thorndike, E. L., 6908
Thorne, G. D., 7221
Thorpe, S., 7142
Thorpe, J. G., 7026
Thorpe, J. J., 7458
Thrush, R. S., 6849
Thurstone, L. H., 7229
Thwing, E. J., 6765
Tiedemann, J. G., 6843
Tigay, E. L., 7610
Tilton, M. W., 7693
Tinker, M. A., 7624, 7695
Tinsley, M. A., 7747
Tobias, J. M., 6652, 6674
Tobin, M., 6633
Toch, H. H., 7027
Todd, J., 7459
Torkelson, G. M., 7696
Travers, R. M. W., 6896
Trecker, H. B., 7154
Tresselt, M. E., 7230, 7231
Trickett, J. M., 7816
Trites, D. K., 6573
Trofimov, N. M., 6884
Trotter, W. D., 7478
Troup, E., 7202
Trumbull, R., 6813
Tucker, L. R., 6574
Turman, J. A., 7794
Turner, A. N., 7004
Turner, C. J., 6905(a)
Turner, W. J., 7545
Twitchell-Allen, D.,
7095(b)
Tyler, L. E., 6457
Uddenberg, G., 6992
Underwood, B. J., 6847
U. S. Department of Health,
Education, and Welfare,
Committee on Aging, 7005
Unterberger, H., 7546
Uslov, A. G., 7006
Utterback, W. E., 7697
Valasek, F., 6958
Van Buskirk, C., 7615
Vandenberg, V., 6836
Van der Horst, L., 6610
Van der Meer, H. C., 6699
Vanderplas, J. M., 6756
Vaneek, J., 7616
Van Hattum, K. J., 7131
Van Leent, J. A. A., 7232
Van Meel, J. M., 7319
Van Schravendijk-Lambert,
E., 7398
Van Zuyile, R., 7096
Vaughan, W. T., Jr., 7748
Vencovsky, E., 7616
Verhoeff, F. H., 6757
Vernon, P. E., 7777
Veroff, J. B., 7238
Verplanck, W. S., 7028(a)
Verzeano, M., 6679
Victor, M., 7617
Vidal, G., 7409
Vincent, D. F., 6814
Vinogradova, O. S., 6885
Vischer, A. L., 7007
Visotsky, H., 7562
Viteles, M. S., 6458
Vollmer, H. M., 7853
Volmar, R., 6934
von Bertalanffy, L., 6459,
6642
von Bracken, H., 6585
von Mering, F. H., 7097
Wachtel, C. S., 7591
Waggoner, R. W., 7429
Wagner, H. O., 6815
Wald, G., 6611, 6758
Walker, J. L., 7749
Walker, R. Y., 6710, 7864
Wallace, H. M., 7618
Wallen, R. W., 7155
Walter, R. D., 7410
Walters, O. S., 7547
Walton, D., 7233
Walton, H. N., 7817
Wanklin, J. M., 7361, 7362
Wapner, S., 6700
Ward, J. H., Jr., 6510
Ward, W. H., 6734
Ware, F. E., 7698
Warner, W. L., 7818
Warren, C. E., 6875
Warren, S. L., 7635
Wasserstrom, W., 7098
Waterbolk, H. T., 6780
Wattenberg, W. W., 7500,
7501
Waxenberg, S. E., 7182
Weatherman, R. F., 7727
Webb, I. B., 7877
Webster, D., 7615
Webster, J. C., 7132, 7133
Wegener, J., 6769, 6770
Weigert, E., 6623
Weil, P. L., 7513
Weil-Malherbe, H., 6680
Weinberg, H., 7386
Weininger, B., 7099
Weinstein, M., 6720, 7704
Weiss, D. A., 7465
Weiss, E. C., 6759
Weiss, L., 6375
Welch, L., 6640
Wells, W. D., 7049(a)
Wenkart, A., 7320
Werner, H., 6700
Wertham, F., 6993
Wertheimer, M., 6624,
7548
Wertheimer, N., 7548
Westerman Holstijn, A. J.,
6492
Westoff, C. F., 7100
Weymouth, F. W., 6732,
6753
Whilde, N. E., 7339
Whillans, M. G., 7881
White, A. R., 6460
Whitehorn, J. C., 7321
Whitlock, D. G., 6665
Whorl, B. L., 7134
Widmer, K., 7710
Wiedorn, W. S., 7549
Wiegiersma, T., 7234, 7235
Wiersma, D., 6923
Wiesbauer, H. H., 7383
Wilks, M. B., 6576
Willems, F., 6909
Willey, R. H., 7819
Williams, G., 7202
Willis, E., 7589
Willis, D. M., 6612
Wilson, B. J., 7367
Wilson, J. T., 6626
Wilson, R. C., 7846
Wilson, V. J., 6681
Windholz, E., 6625
Winick, W., 7516
Winokur, G., 7188
Winsemius, W., 7881
Wirt, R. D., 7236(a)
Witryol, S. L., 6866
Witt, G., 6493
Witte, W., 6585
Wittich, J. J., 7237
Wittkower, E. D., 7592
Witty, P., 6994
Wolf, F., 7699
Wolf, R., 7699
Wolfard, M. R., 6897
Wolf, W., 7156
Wolfheim, N., 6995
Wolfmann, A. G., 7322
Woodhead, M. M., 6838
Woods, F. J., 7101
Woodyard, E., 6903
Wool, M. L., 7323
Woolf, J. A., 7711
Woolf, M. D., 7711
Workman, A. D., 6989
Worsenroft, R. E., 7700
Worthington, R. E., 7577
Wright, C. R., 7135
Wrightstone, J. W., 7778
Wu Chen-i, 7387
Wulff, V. J., 6722, 6760
Wyatt, F., 7238
Wynne, L. C., 6886
Yablonsky, L., 7291
Yahr, M. D., 6650
Yakovlev, P. I., 7617
Yeager, C. L., 7410
Yerbury, E. C., 7324
Yonge, K. A., 7491
Youden, W. J., 6577
Young, C. M., 7593
Young, M. L., 6626
Zalkind, S. S., 7800
Zax, M., 7256
Zeichner, A. M., 7324
Zeligs, D. F., 7102
Zimmer, H., 7239
Zimmerman, C., 6891
Zivin, I., 7610
Zubiani, A., 7388
Zubin, J., 6961
Zulliger, H., 6996, 7502
Zwilling, S., 7636
Zwislocki, J., 7882

Bind your copies of APA journals

Arrangements have been made by the American Psychological Association for subscribers to have their journals bound into distinctively designed books. The binding is washable buckram with your name imprinted on the cover.

The prices and colors are listed below:

Journal of Abnormal and Social Psychology	dark green	\$3.55
Journal of Applied Psychology	slate	3.55
Journal of Comparative and Physiological Psychology	adobe	3.55
Journal of Consulting Psychology	russet	3.55
Journal of Experimental Psychology	red	3.55
Psychological Bulletin	navy	3.55
Psychological Review	blue	3.55
Psychological Monographs	cocoa	3.55
American Psychologist	turquoise	3.65
Psychological Abstracts	green	3.65

Ship journals parcel post. Within thirty days after receipt, bound volumes will be shipped prepaid anywhere in the U. S. A. Full remittance must accompany order.

Publishers' Authorized Bindery Service Ltd.

(Binders of all Journals)

5811 West Division Street

Chicago 51, Illinois

Again Available

SYMPOSIUM: PSYCHOANALYSIS AS SEEN BY ANALYZED PSYCHOLOGISTS

This well-known symposium, which first appeared in the *Journal of Abnormal and Social Psychology* in 1940, has now been reprinted. The contributors are Edwin G. Boring, Carney Landis, J. F. Brown, Raymond R. Willoughby, Percival M. Symonds, Henry A. Murray, Else Frenkel-Brunswik, David Shakow, Donald V. McGranahan, and Austin B. Wood. Comments on the symposium are made by Hanns Sachs and Franz Alexander. 160 pages.

Price, \$2.00

Order from

American Psychological Association

1333 Sixteenth Street N. W.

Washington 6, D. C.

Outstanding **McGRAW-HILL** Books

INTRODUCTION TO PSYCHOLOGY

By Clifford T. Morgan, Johns Hopkins University. 694 pages, \$6.00

This new and different text presents the principles and applications of modern psychology in readable and interesting form. It is designed for introductory college courses in psychology. Comprehensive in coverage, it offers a broad perspective of psychology, including both its physiological and social aspects. It is more practical in approach, less discursive, much easier to understand, and more applicable to everyday problems. Thoroughly up to date and abreast of developments in the different areas of psychology, it includes an abundance of excellent illustrations.

CLINICAL PSYCHOLOGY: The Study of Persons

By Richard W. Waller, Western Reserve University. McGraw-Hill Series in Psychology. 400 pages, \$6.00

This outstanding new book presents the major methods used by clinical psychologists at a level suitable for students who are beginning the study of the subject. The treatment of the interview, projective methods, psychometric tests, and psychotherapy not only gives a survey of the clinician's work, but establishes a foundation for further specialized courses. Stress is laid on using many different kinds of information about persons in a creative way, rather than relying upon mechanical, standard interpretations. Case material is given to help students become more perceptive and more able to think like professional clinicians.

CHILD DEVELOPMENT

By Elizabeth S. Hurlock, University of Pennsylvania. McGraw-Hill Series in Psychology. 703 pages, \$6.00

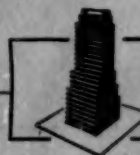
The material in this highly successful text will acquaint the reader with the latest scientific facts about the normal development of the normal child from the time of conception to the beginning of puberty changes marking the end of the childhood period. Every area of development—physical, mental, emotional, and social—is covered as extensively as possible with reference to the important research studies in each area. Common behavior problems are discussed with emphasis on their causes and the best methods of dealing with them. Hereditary traits and the stimuli of environment are discussed as reflected in the behavior pattern of children.

TOWARD BETTER PERSONAL ADJUSTMENT

By Harold W. Bernard, Oregon State System of Higher Education. New Second Edition. In Press

Revised and updated, this new text brings to students the practical principles of positive mental hygiene, citing the psychological justification of the principles. Emphasis is on the application of mental hygiene principles to help individuals achieve efficiency, happiness, harmoniousness, and fullness in their daily living. The mental, physical, emotional, and spiritual aspects of the human personality in daily living are thoroughly considered. Part I deals with the meaning and significance of mental health. Part II stresses the problems of college students in studying, thinking, achieving personal and psychological satisfactions, and making mature, constructive social adjustments. Part III shows how the adjusting process continues after formal school life.

• Send for copies on approval •



McGRAW-HILL BOOK COMPANY, INC.

330 West 42nd Street

New York 36, N. Y.